

MODULE DIRECTORY

LEVEL 5

SCHOOL OF PSYCHOLOGY AND COUNSELLING

FACULTY OF EDUCATION, COMMUNITY, AND CULTURE

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Level 5 within the School of Psychology and Counselling in the academic year 2026-2027.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Code	ECPS5013
Title	Counselling Theory and Approaches
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To gain a critical understanding of embedded and theoretical counselling approaches that underpin a range of counselling and mental health professions today.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a critical understanding of the various theoretical approaches within counselling and embedded counselling practice;
- gain an awareness of the significance of counselling research on counselling practice;
- recognise the limits of knowledge, skill, ethical boundaries, and experience in counselling;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Theoretical understanding of the traditional 'Forces' of human psychological theory from a Counselling and Psychotherapy perspective which include Psychodynamic, Cognitive Behavioural (CBT), Humanistic, Postmodern, and Systemic approaches.
- Current trends in counselling research.
- Cultural diversity within counselling practice

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Seminar Journal Review Presentation	15-minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Report	2,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPS5013	
Module Title	Counselling Theory and Approaches	
Classification	Reading List entry	Electronic*
Essential	Reeves, A. (2022). An Introduction to Counselling and Psychotherapy. 2 nd ed. Sage	☒
Essential	Neukrug, E. ed. (2015). The SAGE Encyclopedia of Theory in Counseling and Psychotherapy. Sage	☒
Essential	Pedersen, P. et al. (2016). Counseling Across Cultures. Sage	☒
Essential	McLeod, J. (2022) Doing Research in Counselling and Psychotherapy 4 th ed. Sage.	☒

Further	McLeod, J, (2009) Introduction to Counselling. McGrawHill/Open University Press.	☒
Further	Corey, G. (2013). Theory and practice of counselling and psychotherapy. 9 th ed. Brooks/Cole.	☐
Further	Mearns, D. and Thorne, B., with McLeod, J. (2013). Personcentred Counselling in action. 3 rd ed. London: Sage	☐
Further	Therapy Today BACP https://www.bacp.co.uk/bacpjournals/therapy-today/	☒
Further	British Journal of Guidance and Counselling	☒
Further	Counselling Psychology Quarterly	☒
Further	Journal of Humanistic Counseling	☒
Further	Journal of Counselling and Education	☒
Further	Cognitive Behaviour Therapy	☒
Further	Person-Centered & Experiential Psychotherapies	☒

Module Code	ECPS5014
Title	Developmental Psychology and Individual Differences
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of psychological explanations of both typical and atypical human lifespan development, with a consideration of associated methodological and ethical issues.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a critical understanding of the difference between typical and atypical development and the associated psychological theories and debates surrounding these issues;
- critically evaluate explanations and issues in individual differences research, including personality and intelligence;
- demonstrate critical understanding of theory and research to critically discuss individual differences across culture and the lifespan;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

This module will bring together the two core GBC curriculum areas of Developmental Psychology and Individual Differences, focused on a coherent development of critical understanding of relevant theories and methodological issues across the lifespan including:

- Critical evaluation of theories of typical and atypical social, emotional, and cognitive development across the lifespan.
- Critical examination of theory and psychometric approaches within the field of individual differences, including personality and intelligence.
- Ethical and methodological issues associated with researching within developmental psychology and individual differences, including methods of psychometric assessment.
- Critical consideration of explanations of developmental and mental health disorders across the lifespan.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
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Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Component 2

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Case Study Report	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS February 2018.

INDICATIVE READING LIST

Module Code	ECPS5014	
Module Title	Developmental Psychology and Individual Differences	
Classification	Reading List entry	Electronic*
Books		
Essential	Berk. (2018). Development through the lifespan (Seventh edition.). Pearson Education.	☒
Essential	Maltby, Day, L., & Macaskill, A. (2017). Personality, individual differences and intelligence (Fourth edition.). Pearson.	☒
Further	Arnett. (2014). The Oxford handbook of emerging adulthood (Arnett, Ed.; First edition.). Oxford University Press.	☒
Further	Berger. (2020). The developing person through the life span (Eleventh edition.). Worth Publishers Inc, US.	☐
Further	Boyd, & Bee, H. L. (2019). Lifespan development (Eighth Edition, Global edition.). Pearson.	☒
Further	Chamorro-Premuzic. (2015). Personality and individual differences (Third edition.). John Wiley & Sons, Ltd.	☐
Further	Pulkkinen, & Kokko, K. (2017). Human development from middle childhood to middle adulthood : growing up to be middle-aged. Routledge.	☒
Further	Smidt. (2013). The developing child in the 21st century : a global perspective on child development (2nd ed.). Routledge. https://doi.org/10.4324/9780203483640	☒
Further	Warner Schaie, Schaie, K. W., & Willis, S. L. (2016). Handbook of the psychology of aging (8th ed.). Elsevier.	☒
Journals		
Further	Adolescence	☒
Further	Aging and Mental Health	☒
Further	British Journal of Developmental Psychology	☒
Further	British Journal of Educational Psychology	☒
Further	British Journal of Social Psychology	☒
Further	Child Development	☒
Further	Child Development Perspectives	☒
Further	European Journal of Aging	☒
Further	Journal of Intellectual Disabilities	☒
Further	Psychology and Aging	☒

Module Code	ECPS5015
Title	Further Counselling Skills
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To further the advancement of counselling skills developed from level four that are utilised in a range of embedded counselling and mental health professions today.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate appropriate use of a range counselling skills;
- gain contextual knowledge and awareness within a relevant placement that offer support and care within mental health and well-being;
- recognise the limits of knowledge, skill, ethical boundaries, and experience in counselling;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

The module will include the equivalent of up to ten days of placement experience over the course of the module within an organisation that provides support and care within the context of mental health and/or well-being. The choice of setting can vary but must provide an opportunity to continue to develop embedded counselling skills (**not a counselling practice placement**) and contribute to a contextual understanding of organisational mission and practice.

Indicative content includes:

- Understanding and further developing of a range of counselling skills.
- Contextual understanding of using embedded counselling skills within a variety of mental health and care sector.
- Understanding and application of code of conducts and ethical frameworks with professional practice.
- Awareness and understanding of diversity within context of counselling skills.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	110	55%
Placement learning	60	30%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Performance	15-minute skills recording	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of Evidence	4 elements	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPS5015	
Module Title	Further Counselling Skills	
Classification	Reading List entry	Electronic*
Essential	McLeod, J. & McLeod, J. (2022) Counselling skills: theory research and practice 3 rd ed. McGraw Hill /Open University Press.	☒

Essential	Reeves, A. (2022). An Introduction to Counselling and Psychotherapy 3 rd ed. Sage	☒
Essential	Midwinter, R. & Dickinson J. (2015). Embedding Counselling and Communication Skills. Routledge.	☒
Essential	Westergaard, J., (2017) An Introduction to Helping Skills: Counselling, Coaching and Mentoring. Sage	☒
Essential	Wright, J. & Bolton, G. (2012). Reflective Writing in Counselling and Psychotherapy. Sage.	☒
Further	Mearns, D. & Thorne, B., with McLeod, J. (2013). Personcentred Counselling in action. 3 rd ed. Sage	☐
Further	Therapy Today BACP https://www.bacp.co.uk/bacpjournals/therapy-today/	☒
Further	British Journal of Guidance and Counselling	☒
Further	Counselling Psychology Quarterly	☒
Further	Journal of Humanistic Counseling	☒
Further	Journal of Counselling and Education	☒
Further	Cognitive Behaviour Therapy	☒
Further	Person-Centered & Experiential Psychotherapies	☒

Module Code	ECPS5012
Title	Organisational Psychology
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of how psychological theories can be applied to understanding and predicting human behaviours in the workplace, and to enable students to gain relevant placement experience.

LEARNING OUTCOMES

Upon successful completion of this module, students should be able to:

- understand psychological issues within organisations and explore challenges faced by employees in contemporary work settings;
- demonstrate critical reflection on their existing strengths and required future development within a work setting;
- critically evaluate theory and research concerning the relationship between individual differences and behaviour/performance at work;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

Students are expected to engage in the equivalent of up to ten days of placement experience in a workplace setting whilst studying this module. The choice of settings can be varied but must allow students the opportunity to gain workplace experience in areas relevant to occupational psychology, e.g., the selection and recruitment of employees, development opportunities within an organisation, risk assessment and management strategies.

In addition to this placement experience, module content will focus on introducing topics integral to the field of occupational psychology including:

- The role of Occupational Psychologists and related professions (including training routes and ethical frameworks)
- Psychological assessment and performance at work
- Strengths and challenges of contemporary working (e.g., technological advances remote working, heavy work investment potential)
- Leadership emergence and effectiveness
- Motivation and job satisfaction
- Work engagement and investment
- Organisational citizenship behaviours (OCBs)
- Learning, training, and development
- Organisational change, culture, and commitment
- Health and well-being, including occupational stress

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	110	55%
Placement learning	60	30%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Report	2,500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPS5012	
Module Title	Organisational Psychology	
Classification	Reading List entry	Electronic*
Essential	Arnold, J. (2020). Work psychology: Understanding human behaviour in the workplace (7 th ed.). Pearson.	☒

Essential	Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage Publishing.	☐
Essential	Coolican, H. (2019). Research methods and statistics in psychology (7 th ed.). Routledge.	☐
Essential	Smith, J. (2015). Qualitative psychology: A practical guide to research methods (3rd ed.). Sage Publishing	☐
Further	Steptoe-Warren, G. (2013). Occupational psychology: An applied approach. Pearson.	☐
Further	Lewis, R. & Zibarras, L. (2013). Work and occupational psychology: Integrating theory and practice. Sage Publishing.	☐
Essential	Chamorro-Premuzic, T. (2015). Personality and individual differences (3 rd ed.). BPS Wiley.	☐
Further	Furnham, A. (2008). Personality and intelligence at work: Exploring and explaining individual differences at work. Routledge. (E-book also available.)	☒
Further	Occupational Psychology - Frontiers	☒
Further	Journal of Occupational and Organizational Psychology	☒
Further	Journal of Occupational Health Psychology	☒
Further	Organizational Psychology Review	☒
Further	European Journal of Work and Organizational Psychology	☒

Module Code	ECPS5016
Title	Research in Action
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' research skills by providing opportunity to gain hands on experience in preparing and applying research materials and working with a range of literature and data.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate competencies in specific practical research skills appropriate for a specific area of psychological research (experimental or applied);
- critically reflect on the ethical and professional issues associated with research processes;
- present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

The specific subject area being explored will vary across tasks and groups, but all students will have the opportunity to develop practical research skills in the following areas. It will be expected that students will be able to demonstrate specific abilities in at least two of the following research competencies:

- Systematic literature searching: all students will be taught the principles of systematic literature searching and reporting and will be expected to engage in their own systematic literature search in an area related to one of the topics of relevance to this module. This will include training in the use of appropriate referencing software (e.g., Endnote) to facilitate the organisation and retrieval of empirical sources.
- Students will have the opportunity to develop skills in identifying appropriate questionnaires and scales, piloting, factor analysis and evaluation of psychometric properties.
- Online data collection tools such as Qualtrics.
- Experimental task creation (e.g., SuperLab, Inquisit) to create materials suitable for use in applied research.

- Applied research and ethical considerations.
- Interviewing and focus group skills for applied research: this will offer students a hands-on approach to preparing research materials for qualitative data collection, planning effective qualitative data collection in different settings (including an awareness of gaining access and necessary approvals), and practical interviewing skills.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Poster	800-1,000 words	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPS5016	
Module Title	Research in Action	
Classification	Reading List entry	Electronic*
Essential	BPS (2021). BPS code of human research ethics. BPS.	☒
Essential	BPS (2021). Code of ethics and conduct. BPS.	☒
Essential	BPS (2021). Ethics guidelines for internet-mediated research. BPS.	☒
Essential	UWTSD (2017). Research ethics & integrity code of practice. UWTSD.	☒
Further	Further reading dependent upon project in each academic year.	☐

Module Code	ECPS5011
Title	Research Methods II
Date	23/11/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To further critical understanding of qualitative and quantitative research designs, including the application of techniques for analysing data and to further students' understanding of the ethical, practical, and theoretical issues in psychological research.

LEARNING OUTCOMES

Upon successful completion of this module, students should be able to:

- demonstrate a critical understanding of a variety of quantitative and qualitative research designs;
- apply a range of qualitative and/or quantitative data collection techniques and methods to a variety of research contexts;
- demonstrate a strong awareness of the ethical issues associated with qualitative and quantitative research and good practice in data management for different types of design;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

The purpose of this module is to further students' understanding of empirical research, and data collection and analysis techniques. Specific content that maps onto the BPS Core Curriculum will include:

- Generating appropriate research questions and hypotheses
- Competencies in a variety of methods of data collection
- Analyse, present and evaluate quantitative and qualitative data
- Examine practical, theoretical and ethical issues associated with a range of methodologies
- Sampling techniques for qualitative and quantitative research
- Psychometric properties (e.g., reliability and validity)
- Appropriate preparation, management and analysis of quantitative data using appropriate statistical software, including data screening and cleaning
- Appropriate preparation, management, and analysis of qualitative data

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills	2,000-words equivalent	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Report	2,000 words	50%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Research engagement	24 Experiment Management System Credits	10%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	50%
Practical	50%
TOTAL	100%

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS (2019).

INDICATIVE READING LIST

Module Code	ECPS5011	
Module Title	Research Methods II	
Classification	Reading List entry	Electronic*
Essential	American Psychological Association. (2019). Publication manual of the American Psychological Association (7 th ed.). APA.	☐
Essential	Brace, N., Kemp, R., & Snelgar, R. (2021). SPSS for psychologists (6 th ed.). Palgrave Macmillan.	☒
Essential	Coolican, H. (2019). Research methods and statistics in psychology (7 th ed.). Routledge.	☒
Essential	Smith, J. (2015). Qualitative psychology: A practical guide to research methods (3rd ed.). Sage Publishing.	☐
Further	Smyth, T. R. (2004). The principles of writing in psychology. Palgrave Macmillan.	☐
Further	Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7 th ed.). Open University Press.	☐
Further	Smith, J. A., Flowers, P., & Larkin, M. (2021). Interpretative phenomenological analysis: Theory, method and research (2 nd ed.). Sage Publishing.	☐
Further	Harris, P. (2008). Designing and reporting experiments in psychology. (3 rd ed.). Open University Press.	☒
Further	Beins, B.C., & Beins, A. M. (2012). Effective writing in psychology: Papers, posters, and presentations (2 nd ed.). Blackwell.	☐
Further	Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. Sage Publishing.	☐
Further	Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage Publishing.	☐
Further	Creswell, J. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed., international student ed.). Sage Publishing.	☐
Further	Hammarberg, K., Kirkman, M., & De Lacey, S. (2016). Qualitative research methods: When to use them and how to judge them. Human Reproduction, 31(3), 498-501.	☐
Further	Lyons, E., & Coyle, A. (2016). Analysing qualitative data in psychology (2nd ed.). Sage Publishing.	☐

Module Code	ECPS5017
Title	Social and Cultural Psychology
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of the field of social psychology from a cross-cultural perspective.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe and evaluate the main theoretical perspectives and areas of research in social psychology;
- demonstrate critical understanding of social psychological explanations for a range of behaviours across cultures;
- critically evaluate the strengths and limitations of traditional and contemporary research paradigms in social psychology from a cross-cultural perspective;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

Specific content coverage mapping onto BPS Core Curriculum will include:

- Intergroup relations, particularly involving acculturation, assimilation, integration, and realistic conflict.
- Social cognition including examination of social norms and stereotypes.
- Self and identity, including exploration of individualism and collectivism, interdependency, and heterogeneity in society.
- Attribution, including locus of control, social interaction and social influence.
- Attitudes and attitude change, particularly focused around values.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	-	-

TOTAL	200	100%
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ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Report	2,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS February 2018.

INDICATIVE READING LIST

Module Code	ECPS5017	
Module Title	Social and Cultural Psychology	
Classification	Reading List entry	Electronic*
Essential	Sutton, R., & Douglas, K. (2019). Social psychology. Red Globe Press.	☐
Essential	Shiraev, E. B., & Levy, D. A. (2016). Cross-cultural psychology: Critical thinking and contemporary applications (6 th international ed.). Routledge.	☐
Further	Baumeister, R. F., & Bushman, B. J. (2017). Social psychology and human nature. Cengage.	☒
Further	Kassin, S., Fein, S., & Markus, H. R. (2011). Social psychology (8th ed.). Wadsworth.	☐
Further	Heine, S. J. (2008). Cultural psychology. W. W. Norton.	☐

Further	Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., & Sam, D. L. (2011). Cross-cultural psychology: Research and applications. Cambridge University Press.	☐
Further	Maio, G. R., & Olson, J. M. (Eds.). (2000). Why we evaluate: Functions of attitudes. Lawrence Erlbaum.	☐
Further	Fiske, S. T., & Taylor, S. E. (2013). Social cognition: From brains to culture. Sage.	☐
Further	Hastie, R., & Dawes, R. M. (2010). Rational choice in an uncertain world: The psychology of judgment and decision making. SAGE.	☐
Further	Gilovich, T., Griffin, D., & Kahneman, D. (Eds.). (2002). Heuristics and biases: The psychology of intuitive judgment. Cambridge University Press.	☐
Further	Journal of Personality and Social Psychology	☒
Further	Social Psychological and Personality Science	☒
Further	Social Cognition	☒
Further	British Journal of Social Psychology	☒
Further	Journal of Cross-cultural Psychology	☒
Further	Cross-cultural Psychology Bulletin	☒

Module Code	ECPS5018
Title	The Brain: Biology and Cognition
Date	28/10/2022
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to critically discuss core theories and methodologies for studying human cognition, biology, and neuroscience and to enhance students' understanding of the link between cognition, the brain, and behaviour.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically discuss key theories of human cognition;
- critically discuss the role of the brain and the biological bases of behaviour;
- develop a critical understanding of the methods used to explore the link between the brain and cognition;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

This module will bring together two core BPS curriculum topics to deliver a coherent integration of coverage that allows students to develop an understanding of the biopsychological systems and their role in cognitive processes. By combining these topics, students will develop an understanding of how the physical structures and functions of the brain influence cognitive processes such as memory, learning, thinking, language, and the methods used to explore these processes.

Specific content coverage mapping onto BPS Core Curriculum for cognitive psychology will include:

- Thinking
- Memory
- Learning
- Language
- Problem-solving
- Cognitive Neuropsychology

Specific content coverage mapping onto BPS Core Curriculum for biological psychology will include:

- Structures and functions of the nervous system
- Biological bases of human and non-human animal behaviour

- The influence of drugs
- Neuropsychology
- Techniques for studying the brain e.g., neuroimaging
- Biological damage and cognitive deficits
- Typical and atypical neuropsychology

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0
TOTAL	100%

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS February 2018.

INDICATIVE READING LIST

Module Code	ECPS5018	
Module Title	The Brain, Biology and Cognition	
Classification	Reading List entry	Electronic*
Essential	Pinel, J. P. J., & Barnes, S. J. (2022). Biopsychology (11 th Ed.). Pearson.	☒
Essential	Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: a student's handbook (8 th Ed.). Routledge.	☒
Essential	Kok, A. (2020). Functions of the brain: a conceptual approach to cognitive neuroscience. Routledge.	☒
Further	Purves, D., Augustine, G., Fitzpatrick, D., Hall, W. C., LaMantia, A.-S., & White, L. E. (2018). Neuroscience (5 th ed.). Oxford University Press.	☐
Further	Kalat, J. W. (2018). Biological psychology (13 th Ed.). Cengage.	☐
Further	Gazzaniga M. S., Ivry, R. B., & Mangun, G. R. (2014). Cognitive neuroscience: the biology of the mind (4 th Ed.). Norton.	☒
Further	Coxon, M. (2012). Cognitive psychology. Learning Matters.	☒
Further	Braisby N., & Gellatly, A. (2012). Cognitive psychology (2 nd Ed.). Oxford University Press.	☒
Further	Slotnick, S. (2017). Cognitive neuroscience of memory. Cambridge University Press.	☒
Further	Higgs, S., Cooper, A., & Lee, J. (2020). Biological psychology (2 nd Ed.). Sage.	☐
Further	Bear, M. F., Connors, B. W., & Paradiso, M. A. (2016). Neuroscience : exploring the brain (Enhanced 4 th Ed.). Jones & Bartlett Learning.	☒
Journal	Journal of Experimental Psychology (General and Specific)	☒
Journal	Cognitive Psychology	☒
Journal	Biological Psychology	☒
Journal	Neuroscience and Biobehavioral Reviews	☒
Journal	Neuropsychology	☒
Journal	Brain and Cognition	☒
Journal	Neuroscience	☒

Module Code	BMLC5005
Title	Gateway to Employment
Date	30/06/2025
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

To develop the student's employability skills through practical first-hand experience within a workplace environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- evaluate relevant voluntary/employment opportunities within their chosen field of study in order to determine suitability for continuing professional development;
- analyse and reflect upon their performance whilst undertaking work experience.

INDICATIVE CONTENT

- This module is work experience/placement based, allowing the learner to be responsible for managing their own learning and development according to the aims and objectives of the work experience.
- The module tutor will provide ongoing support to set goals and targets for the completion of the work experience.
- It must be noted that, whilst students will receive on-going support and guidance in organising a work experience, it is the student's responsibility to secure an appropriate work experience, and NOT the tutor's.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	120	60%
Placement learning	80	40%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Individual Presentation with supporting paper	15 mins and 2000 word supportive paper	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	0
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMLC5005	
Module Title	Gateway to Employment	
Classification	Reading List entry	Electronic*
Essential	Bolton, G. and Delderfield, R. (2018) Reflective Practice: writing and professional development. (5 th edition). London: Sage.	☐
Essential	Neugebauer, J. and Evans-Brain, J. (2016) Employability: making the most of your career development. London: SAGE.	☐
Essential	Smale, B. and Fowlie, J. (2015) How to succeed at university: an essential guide to academic skills, personal development and employability (2 nd edition). Los Angeles: SAGE.	☐
Further	Cottrell, S. (2021) Skills for success: personal development and employability (4th edition). London: Red Globe Press.	☒

Module Code	BMLC5014
Title	Social Inclusion, Victimisation and Welfare
Date	16/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

To situate current criminal justice policy pre-occupations with the victim of crime within the context of victimological and sociological theorising, the policies in place to tackle exclusion, social justice, equality and human rights, and to map these movements in the formulation of criminal justice policy.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the sub-discipline of victimology, its strengths and weaknesses, and alternative sources of data as a basis for understanding people's experiences;
- demonstrate knowledge and a critical understanding of the nature and extent of crime, and its impact and critically evaluate the efficacy of the concept of the victim and victim-oriented policies within the contemporary cultural context;
- engage in debate concerning a broad range of issues surrounding the theory and practice of securing human rights, equality, and social justice.

INDICATIVE CONTENT

- Vulnerable victims and critical responses.
- Victims in criminal justice, rights services and vulnerability.
- Victims of crime, polices and welfare.
- Victimisation, gender, race and inequality.
- Human rights, equality, and social justice.
- Challenges to understanding crime and victimisation.
- Theories and contrasting approaches to victimisation

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%

Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Group Video	4 minutes per person	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMLC5014	
Module Title	Social Inclusion, Victimisation and Welfare	
Classification	Reading List entry	Electronic*
Essential	P. Davies, P. Francis & C. Greer (2017) Victims, Crime and Society: An Introduction 2nd edn Sage Publications	☒
Essential	Spalek, B. (2017) Crime victims : theory, policy and practice. 2nd edn. London: Palgrave.	☒
Further	Davies, P (2011) Gender, Crime and Victimisation Sage Publications	☒

Further	Walters, M.A. (2014) Hate Crime and Restorative Justice: Exploring Causes, Repairing Harms OUP	☒
Further	Belknap, J. (2020) The Invisible Women: Gender Crime and Justice 5 th Ed SAGE	☒
Further	Starmer, K, Strange, M, Whitaker, Q., Jennings, A. and Owen, T. (2001) Criminal Justice, Police Powers and Human Rights Blackstone Press	☒
Journals	Punishment & Society	☒
Journals	Journal of Criminal Justice	☒
Journals	Criminology & Criminal Justice Journal	☒
Journals	Criminal Justice and Behaviour	☒
Journals	Social Inclusion Journal	☒
Journals	The British Journal of Criminology	☒
Journal	Victims and Offenders	☒
Websites	UN Crime Prevention and Criminal Justice: The Commission on Crime Prevention and Criminal Justice (unodc.org)	☒
Websites	Ministry of Justice: Ministry of Justice - GOV.UK (www.gov.uk)	☒
Websites	Howard League for Penal Reform: The Howard League Home	☒
Websites	Home Office: Home Office - GOV.UK (www.gov.uk)	☒

Module Code	BMLC5016
Title	Understanding Crime, Justice and Punishment
Date	30/06/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

To examine historical and contemporary approaches to crime, justice, and punishment, of criminal offenders.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

analyse criminological theories and how they link to contemporary offending behaviour;

evaluate how criminal justice theory and practice intersect with social fractures, inequalities, and social divisions.

INDICATIVE CONTENT

- Criminological theory.
- Criminal Justice agencies.
- The prosecution process.
- Sentencing.
- Penal legitimacy and justifications of punishment.
- Race, ethnicity, and inequalities in the criminal justice process.
- Custodial and non-custodial sentences.
- Restorative Justice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMLC5016	
Module Title	Understanding Crime, Justice and Punishment	
Classification	Reading List entry	Electronic*
Essential	Jones, S. (2017) Criminology. 2nd edn. Oxford: OUP.	☒
Essential	Newburn, T. (2017) Criminology. 3 rd edition. London: Routledge.	☐
Essential	White. R, Haines. F & Asquith. N (2017) Crime and Criminology 6 th edn OUP.	☒
Further	Bock, M.A (2021) Seeing Justice. OUPS.	☒
Further	Denno, D.W. (2006) 'Revisiting the legal link between genetics and crime': Law and Contemporary Problems, 69, 209-257.	☒
Further	Drew, J. and Prenzler, T. (2015) Contemporary Police Practice. OUP.	☐

Further	Eterno, J.A., Verma, A., Mintie Das, A., and Das, D.K. (2019) Global Issues in Contemporary Policing. London: Routledge.	☐
Further	Harding, R. (2014) 'Rehabilitation and Prison Social Climate: Do 'What Works' rehabilitation programs work better in prisons that have a positive social climate?' in	☒
	Australian and New Zealand Journal of Criminology, 47(2), 163-175.	
Further	Hoskins Z. (2019) Beyond Punishment? OUPJ.	☐
Further	Jones (2017) Criminology 2 nd edn. OUP	☒
Further	McAra, L. and McVie, S. (2010) 'Youth Crime and Justice: Key Messages from the Edinburgh Study of Youth Transitions and Crime' in Criminology and Criminal Justice, 10(2), 179-209.	☒
Further	McCarthy, D. Brunton-Smith, I. (2018) 'The Effect of Penal legitimacy on Prisoners' Post release Desistance' in Crime & Delinquency, 64(7), 917-938.	☒
Further	Sloan, J.A. (2016) Masculinities and the Adult Male Prison Experience. London: Palgrave.	☒
Further	Wilson, K. Knight, C. (2016) Lesbian, Gay, Bisexual and Trans People (LGBT) and the Criminal Justice System. London: Palgrave Macmillan.	☒
Journals	The British Journal of Criminology	☐
Journals	Punishment & Society	☐
Journals	Journal of Criminal Justice	☐
Journals	Criminology & Criminal Justice Journal	☐
Journals	Criminal Justice and Behaviour	☐
Journals	Social Inclusion Journal	☐
Websites	UN Crime Prevention and Criminal Justice: The Commission on Crime Prevention and Criminal Justice (unodc.org)	☒
Websites	Home Office: Home Office - GOV.UK (www.gov.uk)	☒
Websites	Ministry of Justice: Ministry of Justice - GOV.UK (www.gov.uk)	☒
Websites	Howard League for Penal Reform: The Howard League Home	☒