



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 6

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 6 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	ECPS6016
Title	Cognition in Action
Date	28/10/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of key theoretical assumptions and empirical research in applied cognition and their application to real-world issues.

LEARNING OUTCOMES

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

- demonstrate the ability to apply and integrate theory within cognitive psychology to real-world settings;
- use evidence-based reasoning to critically evaluate competing theories in applied cognition literature and research;
- examine practical and ethical issues associated with the methodologies used to understand applied cognition;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Historical developments in applied cognition
- Evaluation of laboratory vs. field research and basic vs. applied research
 - Application of cognitive theory in real world settings:
 - Memory in education and learning
 - Eyewitness memory (confidence, suggestibility, post-event questioning, and effects of violence and weapon focus on memory)
 - Flashbulb memories and autobiographical memories
 - Conscious and unconscious forgetting.
- Understanding cognitive mechanisms in forensic science settings:
 - Recognising suspects
 - Describing and identifying faces
 - Structure of police line-ups and interviewing techniques.
- Application of decision-making theories in real-world settings:
 - Juror decisions, security screening, medical diagnoses, driving.
- Cognition in Clinical applications (anxiety and depression)
- Effects of drugs on cognition
- Human error and cognitive failures in occupational settings
- Impact of Artificial Intelligence and automation on human cognitive processing

Specific content coverage mapping onto BPS Core Curriculum will include:

- Neuroscience
- Attention, perception, learning, memory, thinking, problem solving, decision-making, consciousness, cognitive neuropsychology
- Emotion

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
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%

INDICATIVE READING LIST

Module Code	ECPS6016	
Module Title	Cognition in Action	
Classification	Reading List entry	Electronic*
Essential	Groome, D., & Eysenck, M. (2016). An introduction to applied cognitive psychology. Psychology Press.	☒
Essential	Brewer, N., & Williams, K. D. (2017). Psychology and law: An empirical perspective (Eds.). Guilford Publications.	☒
Essential	Reisberg, D. (2014). The science of perception and memory: a pragmatic guide for the justice system. Oxford University Press.	☒
Essential	Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2020). Memory (3 rd Ed.). Routledge, Taylor & Francis Group.	☐
Further	Stern, R. A., & Alosco, M. L. (2019). The Oxford handbook of adult cognitive disorders (Eds.). Oxford University Press.	☒
Further	Cline, T., Gulliford, A., & Birch, S. (2015). Educational psychology: topics in applied psychology (2 nd Ed.). Routledge.	☒
Further	Rudmann, D. (2018). Learning and memory. SAGE Publications, Inc.	☒
Further	Smith, T. J., Henning, R. A., Wade, M. G., & Fisher, T. (2014). Variability in human performance. CRC Press	☒
Further	Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: a student's handbook (8 th Ed.). Routledge.	☒
Journal	Applied Cognitive Psychology	☒
Journal	Journal of Applied Research in Memory and Cognition	☒
Journal	Human Performance	☒
Journal	Cognitive Psychology	☒
Journal	Journal of Experimental Psychology: Applied	☒

Module Code	ECPS6017
Title	Ethics, Values and the Professional Self
Date	28/10/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of a range of contemporary professional and ethical issues in working as a psychologist and to foster critical reflection of the students own professional conduct, strategies for wellbeing, and personal values.

LEARNING OUTCOMES

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

- demonstrate critical understanding of the philosophy of positive approaches to practical ethics;
- analyse the potential causes of and potential solutions to different professional and moral debates in psychology;
- critically reflect on their own continuing professional development needs, coping styles and decision-making abilities using appropriate psychological models;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Positive ethics, professional codes of conduct, and moral values: from the regulation of psychology to a positive approach to ethics
- Foundations of ethical behaviour: integrating personal and professional ethics
- Ethical decision-making: decision making skills and the five step model
- Boundaries, multiple relationships, competence and confidentiality
- Social media and online communication
- Approaches to risk assessment
- Managing emotional well-being and effective decision-making
- Coaching, mentoring and supervision: managing difficult relationships

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
Risk Assessment Protocol	1,500 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio: Online Blog, Professional Profile and Reflective Piece	Three components (including 500 words online blog; and 1,500 words reflective piece)	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECPS6017	
Module Title	Ethics, Values and the Professional Self	
Classification	Reading List entry	Electronic*
Essential	Knapp, S.J., VandeCreek, L., & Fingerhut, R. (2017). Practical Ethics for Psychologists: A Positive Approach	☒
Essential	Koocher, G. P., & Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions: Standards and cases. Oxford: Oxford University Press.	☒
Essential	Palmer, S & Whybrow, A. (2019). Handbook of coaching psychology : a guide for practitioners (Second edition.). Routledge, Taylor & Francis Group.	☒
Essential	BPS (2021). Code of Ethics & Conduct. Leicester, BPS.	☒
Essential	BPS (2021). Code of Human Research Ethics. Leicester, BPS.	☒

Essential	Bomford, C. & Hambly, L (2019). Creative career coaching : theory into practice. Routledge.	☒
Further	Sheperis, Henning, S. L., & Kocet, M. M. (2016). Ethical decision making for the 21 st century 97ounsellor. SAGE Publications, Inc.	☒
Further	Farr, M. (2018). Power dynamics and collaborative mechanisms in co-production and co-design processes. Critical Social Policy, 38(4), 623-644.	☐
Further	Koocher, G. P., & Keith-Spiegel, P. (2016). Ethics in psychology and the mental health professions: Standards and cases. Oxford: Oxford University Press.	☐

Module Code	ECPS6010
Title	Forensic Psychology and the Criminal Mind
Date	28/10/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to critically appraise the complex biological, environmental and psychological factors which impact upon criminality, judicial and rehabilitative processes, and the investigation of crime.

LEARNING OUTCOMES

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

- critically consider how psychological knowledge and research has informed our understanding of the causes and consequences of criminality;
- critically appraise the role of psychology in informing judicial processes;
- critically apply evidence-based practice in an attempt to identify and respond effectively to a range of criminal populations;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- An examination of both historical and contemporary explanations of the causes of criminality, including biological, psychological and environmental influences.
- Consideration of the role of psychology in informing the investigation of crime. For example, offender profiling, diagnostic evaluation and criminal investigation analysis.
- Exploration of the psychological processes which underpin behaviour and decision making in judicial contexts, for example juries, expert testimonies and eyewitnesses.
- Consideration of both theory and evidence guiding and informing judicial sanctions, psychological interventions and rehabilitative techniques.
- An examination of the moral and ethical issues often involved in offending behaviour; for example, diminished responsibility and competency to stand trial.
- Exploration of contemporary issues within Forensic Psychology, such as modern-day slavery and acts of terrorism and war.

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
Essay	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Forensic Formulation	2,500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECPS6010	
Module Title	Forensic Psychology and the Criminal Mind	
Classification	Reading List entry	Electronic*
Essential	Adler, J., & Gray, J. (2010). Forensic psychology: Concepts, debates, and practice (2 nd ed.). Willan.	☐
Essential	Bartol, C., & Bartol, Anne M. (2016). Current perspectives in forensic psychology and criminal behavior (Fourth ed.). Sage.	☐

Essential	Crighton, D., Towl, G., & British Psychological Society, issuing body. (2015). Forensic psychology (2 nd ed.). John Wiley & Sons.	☐
Further	Bartol, C., & Bartol, Anne M. (2015). Introduction to forensic psychology: Research and application (Fourth ed.). Sage.	☐
Further	Fanetti, Daly, Fondren Happel, O'Donohue, Daly, Kresta, & O'Donohue, William T. (2015). Forensic child psychology: Working in the courts and clinic. Wiley.	☐
Further	Pirelli, G., Beattey, R., & Zapf, P. (2017). The ethical practice of forensic psychology: A casebook (American Psychology-Law Society series).	☒
Journal	Applied Psychology in Criminal Justice	☒
Journal	Journal of Criminal Psychology	☒
Journal	Journal of Forensic Practice	☒
Journal	Journal of Forensic Psychiatry and Psychology	☒
Journal	Journal of Police and Criminal Psychology	☒
Journal	Journal of Research in Crime and Delinquency	☒
Journal	Juvenile Justice	☒
Journal	The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention	☒

Module Code	ECPS6019
Title	Psychology Empirical Project
Date	28/10/2022
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to build on the scientific skills, psychological concepts and techniques developed in previous modules by engaging in a substantial independent empirical research project in a field of study within psychology.

LEARNING OUTCOMES

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

- plan, conduct and write-up an ethically sound empirical study using appropriate theory and methods;
- generate appropriate hypotheses and/or research question;
- use evidence-based reasoning to explore relevant practical, theoretical, and ethical issues associated with a specific research question;
- carry out an independent empirical study involving primary data collection using appropriate tools;
- manage and analyse research data using appropriate quantitative and/or qualitative methods;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

The student will primarily be required to work on their own initiative in the production of the dissertation. Alongside regular dissertation supervision, a Dissertation Handbook will guide the student. Dissertation lectures and workshops will guide the students in the following:

- Ethical and professional frameworks and approval processes for research studies.
- Developing a research-informed hypothesis/research question.
- Practical, ethical, and methodological considerations in designing an appropriate dissertation project.

- Good practice in data collection and data management.
- Use of appropriate analysis techniques to evaluate data.
- Reporting empirical studies.
- Producing critical discussions of empirical studies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	4%
Independent learning	385	96%
Placement learning	0	0
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Empirical Project	8,000 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	80%
Practical	20%
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. This module must be passed in order for the student to be eligible for GBC.

INDICATIVE READING LIST

Module Code	ECPS6019	
Module Title	Psychology Empirical Project	
Classification	Reading List entry	Electronic*
Essential	Jegede, F., Hargreaves, C., Smith, k., Hodgson, P., Todd, M. J., & Waldman, J. (2020). <i>Writing successful undergraduate dissertations in social sciences: a student's handbook</i> . (2 nd ed.). Routledge. https://doi.org/10.4324/9780429288258	☒
Essential	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7 th ed.). APA.	☐
Essential	Coolican, H. (2019). <i>Research methods and statistics in psychology</i> (7 th ed.). Routledge.	☒
Essential	BPS (2021). <i>BPS code of human research ethics</i> . BPS.	☒
Essential	BPS (2021). <i>Code of ethics and conduct</i> . BPS.	☒
Essential	BPS (2021). <i>Ethics guidelines for internet-mediated research</i> . BPS	☒
Further	Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> (7 th ed.). Open University Press	☒
Further	Brace, N., Kemp, R., & Snelgar, R. (2021). <i>SPSS for psychologists</i> (6 th ed.). Palgrave Macmillan.	☒
Further	Smith, J. A., Flowers, P., & Larkin, M. (2021). <i>Interpretative phenomenological analysis: Theory, method and research</i> (2 nd ed.). Sage Publishing.	☐
Further	Braun, V., & Clarke, V. (2021). <i>Thematic analysis: A practical guide</i> . Sage Publishing.	☐

Module Code	ECPS6011
Title	Psychopathology and Mental Health
Date	28/10/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to recognise the complexity of biological, social and psychological factors which contribute to mental health, well-being, illness and distress.

LEARNING OUTCOMES

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

- critically consider the diagnostic process and the use of psychological case formulation;
- critically discuss factors that contribute towards a range of psychological disorders, and how their impact on an individual;
- critically evaluate the efficacy of therapeutic and pharmacological treatments for a variety of psychological disorders;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- An examination of the historical development of the diagnostic process and the current classification systems, along with the role of psychological case formulation.
- Consideration of a range of psychological disorders, including mood disorders, schizophrenia spectrum disorders, personality disorders, anxiety disorders and disorders of feeding.
- Exploration of fundamental concepts and theories underpinning the aetiologies of psychological disorders.
- Discussion of the research and evidence offered in support of the psychological explanations of psychopathology.
- Exploration of the empirical evidence base relating to the treatment efficacy of both pharmacological and therapeutic interventions for a variety of psychological disorders.

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
Psychological Case Formulation	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	ECPS6011	
Module Title	Psychopathology and Mental Health	
Classification	Reading List entry	Electronic*
Essential	Bennett, P. (2011). <i>Abnormal and clinical psychology: An introductory textbook</i> (3rd ed.). McGraw-Hill/Open University Press.	☐

Essential	Davey, G. (2014). <i>Psychopathology: Research, assessment and treatment in clinical psychology</i> (2nd ed., BPS textbooks in psychology). British Psychological Society and John Wiley & Sons.	☐
Essential	Ray, W. (2018). <i>Abnormal psychology</i> (2nd ed.). Sage.	☐
Further	Cromby, J., Harper, D., & Reavey, P. (2013). <i>Psychology, Mental Health and Distress</i> . Palgrave Macmillan.	☐
Further	Davey, & Davey, Graham. (2008). <i>Clinical psychology (Topics in applied psychology)</i> . Hodder Education.	☐
Further	Hooley, Butcher, Nock, Mineka, Hooley, Jill M, Butcher, James Neal, Mineka, Susan. (2017). <i>Abnormal psychology</i> (17th edition. Global ed.). Pearson Education Limited.	☐
Journal	Annual Review of Clinical Psychology	☒
Journal	Clinical Psychology and Psychotherapy	☒
Journal	Journal of Abnormal Psychology	☒
Journal	Journal of Abnormal Child Psychology	☒
Journal	Journal of Clinical Psychology	☒
Journal	Journal of Clinical Child and Adolescent Psychology	☒
Journal	The British Journal of Clinical Psychology	☒
Journal	The Clinical Psychologist	☒

Module Code	ECPS6020
Title	Reflexive Counselling Skills
Date	28/10/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an understanding of reflective/reflexive practices within counselling skills that explore the relationship of self (self-awareness) and its impact on therapeutic relationships and being in relationship to others.

LEARNING OUTCOMES

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

- demonstrate self-reflective and reflexive practices within the context of counselling skills, drawing upon ethical and principal values within the counselling tradition;
- employ humanistic person-centred counselling skills; beginning to develop an awareness of the significance of relational depth within reflexive practices;
- critically demonstrate reflective/reflexive practices that contribute and support professional practices and growth such as reflective/reflexive writing and personal development;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- An understanding of theoretical concepts, models and frameworks that underpin reflective practices and reflective writing.
- Ethical values and principles that underpin reflective practices. i.e., ethics of care.
- Working with humanistic perspective – person-centred – core condition skills; working towards an understanding of relational depth.
- Phenomenon and Phenomenological noticing within the therapeutic setting.
- Self-awareness, resilience, and professional practice.
- Group and individual practice in developing self-awareness.
- Giving and receiving feedback to deepen self-awareness and provide mutual support in practice.
- Receiving and responding to peer and facilitator feedback
- The power of the narrative; how our stories influence therapeutic relationships, working with metaphor.
- The impact of diversity within the therapeutic relationship

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 Recording	20 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective piece	2,500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECPS6020	
Module Title	Reflexive Counselling Skills	
Classification	Reading List entry	Electronic*

Essential	Bager-Charleson, S., (2020). <i>Reflective Practice and Personal development in counselling and psychotherapy</i> . Sage.	☐
Essential	Midwinter, R, & Dickson, J. (2015). <i>Embedding counselling and communication skills: A relational skills model</i> . Routledge.	☒
Essential	McLeod, J., (2016). <i>An introduction to counselling and Psychotherapy. 6th Edition</i> . Open University Press.	☒
Further	Amari, N., (2020). 'The use of self in counselling psychology and Buber's 'turning''. <i>Educational Publishing Foundation</i> .	☒
Further	McLeod, J. (2007). <i>Counselling Skill</i> . Open University Press.	☐
Further	Smith, K. (2016). Learning from triads: Training undergraduates in counselling skills. <i>Counselling & Psychotherapy Research</i> . 16(3) pp.123 – 132	☒

Module Code	ECPS6022
Title	The Psychology of Prejudice and Discrimination
Date	28/10/2022
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the ability to critically evaluate current social psychological theories regarding prejudice and discrimination arising at interpersonal, inter and intragroup, institutional and societal levels and to enhance students' awareness of the potential impact of discriminatory behaviours on the individual and wider society.

LEARNING OUTCOMES

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

- critically appraise competing theories in prejudice and discrimination research;
- integrate findings from multiple perspectives in order to demonstrate critical understanding of current issues in prejudice and discrimination;
- use evidence-based reasoning to critically consider the realism and ethics of prejudice and discrimination;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

Module content will introduce students to:

- past and present theories of prejudice and discrimination.
- differences between stereotyping, prejudice, and discrimination
- intergroup processes in prejudice and discrimination
- in-depth analysis of targets of discrimination, and the forms and effects of such behaviour.
- how prejudice and discrimination has been examined in different perspectives over time from blatant, overt prejudice to contemporary covert prejudice.
- Personality and individual differences in prejudice
- The development of prejudice from childhood
- Political and ethical issues
- Differing cultural attitudes to groups
- The relative "acceptability" of specific prejudices e.g., obesity, sexuality, and mental health

- Potential interventions in prejudice and discrimination, including colour-blindness, multiculturalism, contact/imagined contact, and legislation.

Specific content coverage mapping onto BPS Core Curriculum will include:

- Group processes and intergroup relations
- Attribution
- Attitudes and attitude change
- Prejudice in historical and contemporary society

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
Written Essay	2,500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Exam	2 hours	50%

Assessment Summary

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

TOTAL	100%
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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

INDICATIVE READING LIST

Module Code	ECPS6022	
Module Title	The Psychology of Prejudice and Discrimination	
Classification	Reading List entry	Electronic*
Essential	Kite, M. E., & Whitley, B. E. (2016). <i>Psychology of prejudice and discrimination</i> . Routledge.	☒
Further	Allport, G. W. (1979). <i>The nature of prejudice</i> . Basic Books.	☐
Further	Sibley, C. G., & Barlow, F. K. (2016). <i>The Cambridge handbook of the psychology of prejudice</i> . Cambridge University Press.	☐
Further	Nelson, T. D. (2006). <i>The psychology of prejudice</i> . Pearson.	☐
Further	Haddock, G., & Maio, G. (Eds.). (2004). <i>Contemporary perspectives on the psychology of attitudes</i> . Psychology Press.	☐
Further	Nelson, T. (Ed.). (2016). <i>Handbook of prejudice, stereotyping, and discrimination</i> . Psychology Press.	☐
Further	Dovidio, J. F., Glick, P., & Rudman, L. A. (Eds.). (2005). <i>On the nature of prejudice: Fifty years after Allport</i> . Blackwell Publishing.	☐
Further	Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds.). (2010). <i>The Sage handbook of prejudice, stereotyping, and discrimination</i> . SAGE.	☐
Further	<i>Journal of Personality and Social Psychology</i>	☒
Further	<i>Annual Review of Psychology</i>	☒
Further	<i>Social Cognition</i>	☒
Further	<i>British Journal of Social Psychology</i>	☒
Further	<i>Personality & Social Psychology Bulletin</i>	☒
Further	<i>European Journal of Social Psychology</i>	☒

Module Code	BMLC6003
Title	Crime and Vulnerability
Date	30/06/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To explore crimes against the vulnerable within contemporary society and understand the approaches taken to safeguard the most vulnerable individuals/sectors of society.

LEARNING OUTCOMES

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

- critically evaluate the historical and current responses to crimes against the vulnerable and the impact this has on wider society;
- analyse the reasons why people are exploited as victims and the effectiveness of methods that organisations utilise to safeguard possible victims;
- critically evaluate the current approaches and methods utilised to support victims and identify perpetrators.

INDICATIVE CONTENT

- Categories of vulnerability, for example: child sexual abuse/exploitation, domestic abuse, elderly abuse, human trafficking and disability.
- Violence against Women and Girls, FGM.
- Modern slavery.
- The Public Health approach – Adverse Childhood Experiences (ACE).
- County lines and exploitation of vulnerable people.
- Victim pathways.
- Multi Agency Risk Assessment Conference (MARAC), best practice and protecting the victim.
- Sources/causes of vulnerability and prevention.
- Survivors' care and re-integration.
- Victim/survivor care standards.
- Forced marriage and its link to modern slavery.
- Understanding perpetrators.
- The psychological impact of abuse.

- Interview techniques and achieving best evidence.

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
Presentation plus Supporting paper	15 minutes and 2000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMLC6003	
Module Title	Crime and Vulnerability	
Classification	Reading List entry	Electronic*
Essential	Elliot, J. (2016) The Role of Consent in Human Trafficking, Routledge. London.	☒
Essential	Quek, K. (2018) Marriage Trafficking, Women in Forced Wedlock, Routledge. London.	☒
Essential	O'Brien, E. (2019) Challenging the Human Trafficking Narrative – Victims, Villains and Heroes, Routledge. London.	☒
Essential	Newburn, T. (2017) Criminology, Routledge. London.	☒
Essential	Case, S. (2021) The Oxford textbook on criminology . Second edition. Oxford : Oxford University Press.	☒

Essential	Newburn, T. (2017) Criminology . Third Edition. London ; New York : Routledge Taylor & Francis Group.	☒
Essential	Walklate, S. (2018) Handbook of victims and victimology . Second edition. London ; New York : Routledge Taylor & Francis Group.	☒
Further	Segrave, M. and Milivojovic, S. (2019) Sex Trafficking and Modern Slavery – the Absence of Evidence, Routledge. London.	☒
Further	Enrile, A. (2017) Ending Human Trafficking and Modern Day Slavery, Sage. London.	☒
Further	Atkinson, C., and Hamilton-Smith, N. (2020) Still an 'Invisible Crime'? Exploring Developments in the Awareness and Control of Human Trafficking in Scotland. European Journal of Criminology.	☒
Further	UN Palermo Trafficking Protocol Eighteen Years On: A Critique. In: Winterdyk J., Jones J. (eds) The Palgrave International Handbook of Human Trafficking. Palgrave Macmillan, Cham.	☒
Further	The Slavery and Trafficking Survivor Care Standards 2018, the Human Trafficking Foundation, Available at http://www.antislaverycommissioner.co.uk/media/1235/slavery-and-trafficking-survivor-care-standards.pdf	☒
Further	Tackling child sexual abuse strategy (2021), Available at: Tackling Child Sexual Abuse Strategy 2021 (publishing.service.gov.uk)	☒
Further	Bryce, I. Robinson, Y, Pretherick, W. (2019) Child Abuse and Neglect. Academic Press.	☒
Further	Barnett, D. (2019) A straightforward guide to safeguarding adults. Jessica Kingsley.	☒
Further	Malloch, M. Rigby, P. (2016) Human Trafficking: The complexities of exploitation. Edinburgh University Press.	☒
Further	Welsh, L. (2021) Sanders and Young's criminal justice . Fifth edition /. Oxford. Oxford University Press.	☐
Further	Jones, S. (2021) Criminology . Seventh edition. Oxford. Oxford University Press.	☐
Further	Hallett, S. (2017) Making sense of child sexual exploitation : exchange, abuse and young people . Bristol. Policy Press.	☐
Further	Crosson-Tower, C. (2015) Confronting child and adolescent sexual abuse . Los Angeles. SAGE Publications.	☐
Further	Williams, K.S. (2012) Textbook on criminology . 7th ed. Oxford. Oxford University Press.	☐

Further	M.S. Malloch & P. Rigby (eds.) (2016) Human trafficking : the complexities of exploitation / [electronic resource]. Edinburgh. Edinburgh University Press.	☐
Further	N.L. Asquith, I. Bartkowiak-Théron, & K.A. Roberts (eds.) (2017) Policing encounters with vulnerability . 1st ed.	☐
	2017. Cham :, Springer International Publishing ; Imprint Palgrave Macmillan. doi:10.1007/978-3-319-51228-0.	
Further	Finkelhor, D., Ormrod, R., Turner, H. & Holt, M. (2009) Pathways to Poly-Victimization. Child maltreatment. 14 (4), 316–329. doi:10.1177/1077559509347012.	☐
Further	Duncan, A.C. & DeHart, D. (2019) Provider Perspectives on Sex Trafficking: Victim Pathways, Service Needs, & Blurred Boundaries. Victims & offenders. 14 (4), 510–531. doi:10.1080/15564886.2019.1595241.	☐
Further	Nurse, A. (2020) Confronting Child Sexual Abuse Knowledge to Action . Lever Press.	☐
Further	J.B. Clark & S. Poucki (eds.) (2019) The SAGE handbook of human trafficking and modern day slavery . London. SAGE Publications Ltd.	☐
Further	Anon (n.d.) Tackling Child Sexual Abuse Strategy (2021). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973236/Tackling_Child_Sexual_Abuse_Strategy_2021.pdf .	☐
Further	Anon (n.d.) College of Policing: Introduction to vulnerability - related risk. https://www.college.police.uk/guidance/vulnerabilityrelated-risks/introduction-vulnerability-relatedrisk?msclkid=be615c0bd06511ecbfa7c8d3696eca36 .	☐
Further	Anon (2021) BibliU. London. BibliU.	☐

Module Code	BMLC6007
Title	Gender, Race, Religion and Crime
Date	30/06/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To critically examine the relationship between the state and the social demographic in the United Kingdom, and examine how differences in race, religion, and gender contribute to forms of discrimination in society.

LEARNING OUTCOMES

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

- demonstrate a systematic, extensive, and comparative knowledge and understanding of the relationship between crime and diversity in the detection and prevention of offending;
- critically discuss the relevance of key social divisions (including gender, sexuality, 'race'/ethnicity and religion) for understanding their role within society;
- analyse criminal justice responses to offending within diverse communities.

INDICATIVE CONTENT

- Religious fundamentalism, Sects, Cults, and New Religious Movements.
- Social inclusion relating to race, religion, and gender.
- Contemporary social and legal issues to do with race, religion, gender, and sexuality.
- Feminist and LGBTQ+ perspectives within political theory and society.
- Compare and contrast prejudice and discrimination, and their impacts on the individual and organisations.
- Gender and Deviance.
- Describe patterns of dominant and subordinate group relations.
- Consider the definition of gender.

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 mins	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	BMLC6007	
Module Title	Gender, Race, Religion and Crime	
Classification	Reading List entry	Electronic*
Essential	Abraham M.F (2014) Contemporary Sociology 2 nd edn. OUP: Oxford.	☒
Essential	Auchmuty (ed), (2018) Great Debates in Gender and Law, Red Globe Press.	☒
Essential	Bakshi, Jivraj and Posocco, (2016) Decolonising Sexualities: Transnational Perspectives, Critical Interventions, Counter Press.	☒
Further	Davies 'Feminism and Gender in Legal Theory' in Asking the Law Question, (Lawbook Co., 2008).	☒
Further	Rahman and Jackson (2010) Gender and Sexuality: Sociological Approaches, Polity Press.	☒

Further	Tomaskovic-Devey, D & Avent-Holt D (2019) Racial Inequalities. OUP: Oxford.	☒
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Module Code	ECMH6001
Title	Current Debates in Mental Health
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage students to critically reflect on current controversies within the field of mental health and to develop an awareness of how the current social and political landscape of Wales plays a key role in informing strategies for improving mental health and wellbeing.

LEARNING OUTCOMES

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

- Contextualise the current classification and treatment of mental health within the broader social and political landscape both locally and globally.
- Discuss the empirical evidence that informs contemporary debates within the field of mental health.
- Reflect upon the implications of the contemporary landscape on their own professional roles.
- Organise their knowledge and learning through the use of a range of information resources and present their work at the required level using appropriate media.

INDICATIVE CONTENT

- The context of this module will focus around the identification and critical discussion of new developments and controversies in the field of mental health and well-being, at individual, cultural and global levels.
- The module will focus on the wider challenges likely to affect mental health prevalence and mental health services this century including the increasing costs of care, population growth, food and water scarcity, climate change, migration, war and globalization.
- This module content will use specific examples from a range of mental health and wellbeing issues to highlight areas of current controversy and

discussion, and as such the specific module content will need to be responsive to debates within the field of mental health.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning 18 hours – Lectures	30	15%
12 hours - Online		
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
Individual Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

For this module the essential reading will be based around specific journal articles tied into each lecture/topic of debate. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Module Code	ECMH6001	
Module Title	Current Debates in Mental Health	
Classification	Reading List entry	Electronic*

Essential	Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). Psychology, Mental Health and Distress. Basingstoke: Palgrave Macmillan.	☐
Essential	Davey, G. (2008). Psychopathology: Research, Assessment, and Treatment in Clinical Psychology. Oxford: Blackwell.	☐
Further	Frances, A. (2013). Saving Normal: An Insider's Revolt against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary. New York: William Morrow.	☐
Further	Geekie, J., & Read, J. (2009). Making sense of madness: Contesting the meaning of schizophrenia. London: Routledge Taylor & Francis. (E-book also available.)	☐
Further	Paris, J. (2013). The intelligent clinician's guide to the DSM-5. Oxford: Oxford University Press.	☒
Journal	Experimental and Clinical Psychopharmacology	☒
Journal	Journal of Abnormal Psychology	☒
Journal	Journal of Consulting & Clinical Psychology	☒
Journal	Personality Disorders: Theory, Research and Treatment	☒
Journal	Psychology of Addictive Behaviours	☒
Journal	Schizophrenia Bulletin	☒

Module Code	ECMH6002
Title	Mental Health and the Ageing Population
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To foster a critical appreciation of the aetiology, prevalence and impact of mental health problems in older adulthood and to critically analyse the evidence for a range of individual and societal interventions aimed at promoting healthy ageing and preventing and supporting mental health in older adults.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the prevalence of mental health issues in the ageing population in Wales and beyond;
- Critically evaluate the theories and empirical evidence that underpin our understanding of cognitive decline and dementia;
- Demonstrate a critical understanding of the relative effectiveness of a range of psychosocial interventions and treatment approaches for tackling mental health issues in older adulthood;
- Organise their knowledge and learning through the use of a range of information resources and present their work at the required level using appropriate media.

INDICATIVE CONTENT

- In-depth critical understanding of the mental health challenges increasingly associated with older age.
- Critical examination of the historical perspectives, ideas and theories relating to “normal” and “abnormal” ageing processes.
- Prevalence rates and the impact of mental health in Wales including dementia and depression.

- Key policies such as the Welsh Government's Strategy for Older People in Wales (2013 -2023) and the National Service Framework for Older People in Wales (2006).
- The treatment and care of those with dementia, including the impact on family carers and younger carers. The impact of caring for older individuals within family, health care and societal systems.
- Intervention effectiveness delivered through formal social care settings (whether statutory, independent or voluntary service providers) compared to less formal psychosocial interventions designed to offer support for family members or informal caregivers (e.g. mindfulness, online support groups, arts therapies).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning 12 hours – Lectures 18 hours - Online	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Critical Review	2,500 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Intervention Proposal	2,500	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECMH6002	
Module Title	Mental Health and the Ageing Population	
Classification	Reading List entry	Electronic*
Essential	Birren, J. E., Cohen, G. D., Sloane, R. B., Lebowitz, B. D., Deutchman, D. E., Wykle, M., & Hooyman, N. R. (Eds.). (2013). <i>Handbook of mental health and aging</i> . Academic Press.	☐
Essential	Schaie, K. W., & Willis, S. L. (Eds.). (2010). <i>Handbook of the Psychology of Aging</i> . Academic Press.	☐
Further	Baars, J., Dohmen, J., Grenier, A., & Phillipson, C. (Eds.). (2014). <i>Ageing, meaning and social structure: Connecting critical and humanistic gerontology</i> . Bristol: Policy Press.	☐
Further	Baker, C. (2014). <i>Developing Excellent Care for People Living with Dementia in Care Homes</i> . London: Jessica Kingsley Publishers.	☐
Further	Binstock, R. H., George, L. K., Cutler, S. J., Hendricks, J., & Schulz, J. H. (Eds.). (2011). <i>Handbook of aging and the social sciences</i> . Academic Press.	☐
Further	Coughlin, J. F., Pope, J. E., & Leedle, B. R. (2006). Old age, new technology, and future innovations in disease management and home health care. <i>Home Health Care Management & Practice</i> , 18(3), 196-207.	☐
Further	Erber, J. T. (2011). <i>Aging and older adulthood</i> . John Wiley & Sons.	☐
Further	James, I. A. (2011). <i>Understanding behaviour in dementia that challenges: A guide to assessment and treatment</i> . London: Jessica Kingsley Publishers.	☐
Further	Rabbitt, P. (2014). <i>The Aging Mind: An Owner's Manual</i> . London: Routledge.	☐
Further	Stuart-Hamilton, I. (2011). <i>An introduction to gerontology</i> . Cambridge: Cambridge University Press.	☐
Further	Vincent, J. A., Phillipson, C., & Downs, M. (Eds.). (2006). <i>The futures of old age</i> . London: Sage.	☐
Journal	Aging and Mental Health	☒
Journal	American journal of family therapy	☒
Journal	Journal of Abnormal Psychology	☒
Journal	Journal of Aging and Health	☒
Journal	Journal of Consulting and Clinical Psychology	☒
Journal	Journal of Gerontology	☒

Module Code	ECMH6003
Title	Mental Health Education
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of the role of education in the field of mental health; the role of service users, service providers and policy makers in the development of intervention strategies to tackle issues surrounding mental health education.

LEARNING OUTCOMES

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

- Critically analyse empirical evidence relating to the effectiveness of a range of educational initiatives in the field of mental health.
- Demonstrate a strong awareness of the role of service users and survivors in developing Mental Health Services and educational initiatives.
- Design an appropriate intervention for tackling issues relating to education in mental health.
- Organise their knowledge and learning through the use of a range of information resources and present their work at the required level using appropriate media.

INDICATIVE CONTENT

- The importance of raising awareness of Mental Health. The roles that involve educating others about mental health.
- The importance of charity and third sector organisations, mental health education and awareness-raising initiatives and government agendas aimed at raising awareness and reducing stigma towards people with mental health difficulties.
- Effective communication strategies for different audiences and the opportunities and challenges offered by social media for tackling these issues.
- The evaluation of strategies/policies that have been developed to raise awareness of Mental Health and the relative effectiveness of different promotional campaigns designed to decrease the prejudice and stigma associated with Mental Health.
- The role of the 'patient voice' in understanding the effectiveness of Mental Health Services.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning 12 hours – Lectures 18 hours - Online	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
Educational Video	10 mins	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECMH6003	
Module Title	Mental Health Education	
Classification	Reading List entry	Electronic*
Essential	Mackereth, C. J., Brown, J. S., & Learmonth, A. M. (2014). Promoting Public Mental Health and Well-being: Principles Into Practice. Jessica Kingsley Publishers.	☐
Essential	Sharma, M., Atri, A., & Branscum, P. (2012). Foundations of mental health promotion. Jones & Bartlett Publishers.	☐

Further	Cattan, M., & Tilford, S. (Eds.). (2006). Mental health promotion: a lifespan approach. McGraw-Hill Education (UK).	☐
Further	Corrigan, P. W., Roe, D., & Tsang, H. W. (2011). Challenging the stigma of mental illness: Lessons for therapists and advocates. John Wiley & Sons.	☐
Further	Lester, H., & Glasby, J. (2010). Mental health policy and practice. Palgrave Macmillan.	☐
Further	Hinshaw, S. P. (2006). The mark of shame: Stigma of mental illness and an agenda for change. Oxford University Press.	☐
Further	Sartorius, N., & Schulze, H. (2005). Reducing the stigma of mental illness: a report from a global association. Cambridge University Press.	☐
Further	Thornicroft, G. (2006). Shunned: Discrimination against people with mental illness. Geneva: Oxford.	☐
Further	Wallcraft, J., Schrank, B. & Amering, M. (2009) Handbook of Service User Involvement in Mental Health Research. London: Wiley	☐
Journal	Health Education Journal	☒
Journal	International Journal of Mental Health Promotion	☒
Journal	Journal of Mental Health Training, Education and Practice	☒
Journal	Journal of Psychiatric and Mental Health Nursing	☒
Websites	Mental Health Advocacy Groups Support, Empowerment, Advocate, Promote http://www.seap.org.uk Mental Health Matters Wales http://mhmbcb.com/ Mind http://www.mind.org.uk Mental Health Support http://mentalhealthsupport.co.uk/ Time to change wales http://mentalhealthsupport.co.uk/ WCADA http://www.wcada.org/ Gofal http://www.gofal.org.uk/ Hafal http://www.hafal.org/ SANE http://www.sane.org.uk/ Hearing Voices http://hearingvoicescymru.org/	☒

	Bipolar UK http://www.bipolaruk.org.uk/ Depression UK http://www.depressionuk.org/index.shtml Students Against Depression http://www.depressionuk.org/index.shtml	
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Module Code	ECMH6004
Title	Work-based Learning Project
Date	09/12/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To give students the opportunity to apply their learning to develop a work-based learning project that demonstrates personal and professional development in a relevant field.

LEARNING OUTCOMES

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

- Apply the learning gained to explore and critically discuss an agreed area of their work practice/experience.
- Make an appropriate contribution to the working environment within appropriate professional and ethical frameworks.
- Critically reflect upon their self-development and application of their professional knowledge and skills.
- Demonstrate a strong set of transferable and interpersonal skills relevant to the field of mental health.

INDICATIVE CONTENT

- This module aims to provide students with the opportunity to develop projects and/or other work-based learning activities that are designed to improve or inform areas of their own interest in relation to the field of mental health.
- The learning will be located within an identified work or practice area.
- The themes of projects, inquiries and/or other work-based activities are negotiated and can be related to individual interests, professional or healthcare team practice development and/or wider organisational development aims.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning (Lectures)	10	5%

Independent learning	150	75%
Placement learning	40	20%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Interview	20 mins	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Placement Report	2,500	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECMH6004	
Module Title	Work-based Learning Project	
Classification	Reading List entry	Electronic*
Essential	Helyer, R. (2015) Palgrave Study Skills: The Work-Based Learning Student Handbook (2nd edition). London: Palgrave Macmillan.	☐
Further	Bateman, N., (2000). Advocacy Skills for health and Social Care Professionals. London: Jessica Kingsley Publications.	☐
Further	Cottrell, S. (2010). Skills for Success: The Personal Development Planning Handbook. 2nd edition. Hampshire: Palgrave Macmillan	☐

Module Code	ECMH6005
Title	Independent Research Project
Date	09/12/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To allow students to develop higher order research skills by identifying and undertaking a piece of independent research related to mental health which demonstrates scientific and ethical rigour in all respects.
- To enable students to demonstrate their ability to produce an independent piece of written work to appropriate academic standards.

LEARNING OUTCOMES

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

- Generate a scientifically and ethically appropriate research proposal for a specific question.
- Use evidence-based reasoning to explore relevant practical, theoretical and ethical issues associated with a specific research question.
- Carry out a study involving primary quantitative and/or qualitative data collection using appropriate tools.
- Analyse research data using appropriate methodological frameworks.
- Present research findings to appropriate academic standards.
- Critically reflect on the research process.

INDICATIVE CONTENT

The research proposal will be discussed by the course team. The Programme Director will meet with the student to discuss the recommendations of the team and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	5%

Independent learning	380	95%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	2,500 words	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Study Report	7,500 words	75%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECMH6005	
Module Title	Independent Research Project	
Classification	Reading List entry	Electronic*
Essential	APA (2019). Publication manual of the American Psychological Association (7th ed.). APA: Washington, DC.	☐
Further	Coolican, H. (2014). Research methods and statistics in psychology. London: Taylor & Francis.	☐
Further	DuBois, J.M. (2008). Ethics in Mental Health Research: Principles, Guidance, and Cases. Oxford: Oxford University Press	☐
Further	Harper, D. & Thompson, A.R. (2012). Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners. London: Wiley.	☐
Further	Walliman, N. (2013). Your undergraduate dissertation: The essential guide for success (2nd ed.). London: Sage.	☐