BSc PSYCHOLOGY Academic Year 2026-27

Exam = on campus exam run by the exams office. To give an idea of the week in which exams will take place, I have provide the expected dates below:

Semester A exams (18-23 Jan 2027)

Semester B (3-14 May 2027)

Ref/Def (resit exams) for Sem A and Sem B (21 June - 2 July 27)

LEVEL 4 MODULES (all 15 credit)

4LMS2095 Inner Workings of the Mind 50% coursework and 50% MCQ exam. Sem A

The overall aim of this module is to introduce students to essential concepts, research and theory in the field of cognitive psychology. The module provides an introduction to this key area of psychology and a foundation for further study at level 5. The course will cover classic topics in Cognitive Psychology, such as depth perception, object and face recognition, attention, working memory, speech perception, speech production, reading, categorization, judgement and decision making, and problem solving. The course is designed to provide students with an introduction to some of the diverse areas of cognitive psychology, and enable students to describe key theory and research findings within the field, the methods of enquiry used, as well as central findings in a variety of core areas in the field.

Module Aim(s) The aims of this module are to enable students to...

- Have a broad understanding of the knowledge base and its terminology or discourse in relation to methods and topics in cognitive psychology and how these may be applied in everyday contexts.
- Students will understand classic topics in Cognitive Psychology, such as the nature of perception, speech perception, working memory, and judgement and decision making.
- This will include an understanding of the research methods adopted within the field, the scope of cognitive psychology, and key findings from influential studies within in it.

Intended Learning Outcomes Successful students will typically...

- Describe and identify central concepts within cognitive psychology.
- Summarise understanding of the diverse areas of cognitive psychology.
- Identify key theory and research findings in cognitive psychology

4LMS2048 Brain and Behaviour 25% Coursework (online weekly quizzes) 75% unseen exam Sem A

This course will introduce students to the terms and ideas necessary to understand biological psychology. The course will give an appreciation of how neurons and brains work, and, to some extent, why and how we and other animals behave as we do, including mechanisms of learning by conditioning

Module Aim(s) to enable students to ...

- Have a broad understanding of the knowledge base of biological psychology, and terminology/discourse in relation to this.
- Indicative topics will be included such as the biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience, and neuropsychology.

Intended Learning Outcomes Successful students will typically...

- Have understanding of the basic terminology of biological psychology, including basic understanding of functional brain anatomy and physiology of brain cells (neurons and glia).
- Recognise and understand fundamental mechanisms of classical and operant conditioning

4LMS2050 People in Society 50% coursework 50% exam

Sem B

Social psychology is concerned with the many ways in which people's thoughts, feelings and behaviour can be affected by the real or imagined presence of others. In this course students will be introduced to some of the key studies and research findings within this discipline. This may include work related to social Influence (e.g., obedience, normative/informational, and minority), attitudes and behaviour, person perception, stereotypes, close relationships/mate selection, altruism, and social constructionism. The course will draw upon research using a range of methodologies, and introduce students to some of the conceptual and historical factors that help inform our understanding of the content of the discipline today.

Module Aim(s) The aims of this module are to enable students to...

- Gain a broad understanding of the historical background, knowledge base and its terminology or discourse around introductory concepts within social psychology and consider how these may be applied in everyday contexts.
- This will include an understanding of the research methods adopted within social psychology, the scope of the discipline, and key findings from influential studies within in it.

Intended Learning Outcomes Successful students will typically...

- Have knowledge and understanding of central concepts within social psychology.
- Have knowledge and understanding of influential theories within the field of social psychology.
- Have knowledge and understanding of key research approaches in social psychology.
- Have knowledge and understanding of some of the key ways in which people are influenced by the real or imagined presence of others.

4LMS2093 Understanding Child Development. 50% coursework 50% exam
Sem B

The greatest changes in cognitive and social development arguably occur in childhood. This is therefore a period of particular interest in psychology. This module introduces students to topics in child development including language. Consideration will be given to research methods applicable to working with children. In addition, an applied area of interest (e.g. the classroom, interventions, health care, parenting, and advertising) will be presented and discussed with a view to students learning how theory and research can be drawn on to explain and understand contemporary questions.

Module Aim(s) The aims of this module are to enable students to...

- Gain a broad understanding of the history, knowledge base and terminology or discourse in relation to developmental psychology from a range of theoretical perspectives as applied to typical and atypical development
- It will also allow students to explore age-related psychological change in humans, and introduce students to methods and topics in developmental psychology and how these may be applied to contemporary issues.

Intended Learning Outcomes Successful students will typically...

- Describe theories and empirical evidence offered in explanation of age-related cognitive and social development in normal populations.
- Summarise their understanding of research methods appropriate for investigating child development including language development.
- Identify applications of developmental psychology in the world around us.

LEVEL 5 MODULES (all 15 credit)

Module name: Diversity and Individual Differences

Module code: 5LM2036

Semester: A

Credits: 15

50% coursework essay 50% MCQ exam

Module Aims: The aims of this module are to enable students to gain detailed knowledge and understanding of the historical concept of personality and personality disorders, psychometrics, intelligence, cognitive styles, emotion and motivation.

Module content: This module focuses on the scientific method of studying individual differences including topics such as personality, intelligence, mental health, psychometrics, emotion and motivation. Students also gain awareness of the strengths and weaknesses of theoretical and research approaches related to individual differences, and the historical origins of thinking in this area.

Intended learning outcomes:
Knowledge and understanding: Demonstrate knowledge and understanding of key psychological theories relating to individual differences. Show awareness of methods related to personality measurement, intelligence and mental health.

Intellectual, practical and transferable skills: Identify principles and concepts underlying theoretical frameworks and approaches related to individual differences and discuss their strengths and weaknesses. Demonstrate a critical awareness of different perspectives in personality and individual differences and their application. Show critical awareness of the historical development of theories and key issues in the field of individual differences.

Module name: Biological and Cognitive Psychology

Module code: 5LMS0144

Semester: B

Credits: 15

Prerequisites: Level 4 Cognitive Psychology and Level 4 Biological Psychology

50% coursework essay 50% MCQ exam

Module Aims:

The aims of this module are to enable students to...

- Strengthen and further develop detailed knowledge of biological and cognitive psychology
- Develop the ability to critically evaluate biological and cognitive psychology theory and methods.
- Discuss contemporary issues in biological and cognitive psychology, such as advances in theory, methods and applications.
- Apply knowledge of biological and cognitive psychology to the explanation of everyday behaviour.

Intended Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Demonstrate advanced knowledge of the brain structures and functional neural systems underlying a range of perceptual and cognitive processes (functional neuroanatomy)
- Have knowledge of neurological disorders arising from disease or brain injury and illustrate how such disorders provide a basis for understanding behaviour (neuropsychology)
- Demonstrate understanding of the empirical basis of cognitive and biological psychology (i.e. methods and resulting empirical evidence).
- Recognise how theoretical and methodological advances have developed knowledge in biological and cognitive psychology (e.g. considering issues such as cognitive neuroscience, brain plasticity and recovery of function, methods of studying spontaneous and everyday cognition).

Intended Learning Outcomes: Skills and Attributes

Successful students will typically...

- Integrate information from both biological and cognitive psychology in discussing behaviour.
- Apply biological and cognitive psychology knowledge to explain (everyday) behaviour.
- Discuss the application of cognitive and biological psychology in everyday settings.
- Critically consider the evidence base of biological and cognitive psychology; being able to discuss the scope and limitations of theories and methods.

Module Content

This module examines key topics in classic and contemporary biological and cognitive psychology. It will examine methods, theories, evidence and applications of selected topics in cognitive and biological psychology. For example: the biological bases of cognitive, perceptual and motivational processes such as vision, movement, learning and memory, attention, language, and emotion; brain development, anatomy and function; methods of inquiry such as functional neuroimaging, neuropsychology, experience- sampling; thinking and problem-solving, everyday memory, mind-wandering, etc. Note: topics will vary each year to reflect the particular strengths and expertise of teaching staff. Examples provided are not prescriptive or exhaustive.

Module name: Nonverbal Behaviour

Module code: 5LMS0099

Semester: B

Credits: 15

50% coursework 50% exam

Module Aims

The aims of this module are to enable students to...

- Be introduced to the study of nonverbal behaviour (including facial expression, eye gaze, and posture) with a main focus on hand gestures, and to gain an insight into the social, cognitive and developmental aspects of gestures
- Students will also be able to evaluate new research in this area

Intended Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Present detailed knowledge and understanding of both the social and cognitive benefits of gesture.
- Recognise both the interpersonal and intrapersonal functions of gesture and evidence supporting their integration with speech
- Illustrate detailed knowledge and understanding of the roles of gestures in typical and atypical development.
- Show insight into how the study of nonverbal behaviour can be applied in the real world
- Recognise the importance of other nonverbal behaviours (eye gaze, posture, clothing) and the interpersonal and intrapersonal functions they serve

Intended Learning Outcomes: Skills and Attributes

Successful students will typically...

- Discuss new research in the area of nonverbal psychology and contrast competing theoretical models.
- Discuss the relevance of studying nonverbal behaviour in context and how nonverbal psychology can be applied in the real world

Module Content

This module examines the nonverbal behaviour of individuals (including facial expression, eye gaze, posture) with a focus on hand gestures. Over the course of this module, students will gain insight into the social, cognitive and developmental aspects of gestures and understand the wider, real world implications of nonverbal behaviour. Specific topics include: the formation and interpretation of facial expressions, the communicative and cognitive functions of gestures, the role of gestures in development and the implications of nonverbal psychology in the real world. Students will be asked to review and evaluate current published research in this area.

Module name: Cyberpsychology

Module code: 5LMS0105

Semester: B

Credits: 15

100% exam (includes an essay and a MCQ)

Module Aims

The aims of this module are to enable students to...

- Develop an appreciation of methodology, evidence, observations and theory in current areas of cyberpsychology
- Explore the psychological impact of computers, digital technologies, and the internet on human thinking, behaviour and social interaction;
- Encourage students to think about a broad range of applications for psychological theories, including its relevance to the use of digital technology

Intended Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Have detailed knowledge and understanding of relevant theoretical approaches and empirical evidence relating to current topics in cyberpsychology.
- Have knowledge of key terminology and debates in cyberpsychology
- Have a detailed understanding of the relationship between psychology and the use of digital technologies
- Understand how questions relating to the use of digital technology and the internet may be explained by psychological theory and evidence

Intended Learning Outcomes: Skills and Attributes

Successful students will typically...

- Discuss and evaluate theoretical concepts and research evidence relating to Cyberpsychology
- Contrast and compare competing psychological theories and evaluate associated research in the area of Cyberpsychology
- Apply knowledge of psychological theory and empirical evidence in cyberpsychology to questions, issues and problems relating to the use of computers, digital technologies and the internet

Module Content

The course will introduce students to a variety of key theoretical concepts and empirical evidence in the field of Cyberpsychology and how these may be relevant in various settings. Topic areas to be studied will typically include: online leisure activities (e.g. consumer, gambling, video gaming); online education and online health; online identity & impression formation; technology and psychological wellbeing; individual differences and the use of

social networking and the internet; online relationships, dating and communication; technological addiction; online aggression & cyber-bullying, cyber security, privacy, and ethics. The module will also consider the similarities and differences between online and comparable face-to-face behaviours.

Module name: Developing Interventions for Behavioural Change

Module code: 5LMS2033

Semester: B

Credits: 15

100% coursework (case study)

Module aims:
The aims of this module are to: Enable students to understand the concept of behaviour change and explore behaviour change interventions in different real-world contexts as well as the challenges of implementing these.

Intended Learning outcomes
Successful students will typically:
1. Identify and discuss determinants of behaviour in different contexts.
2. Identify and discuss theoretical approaches to behaviour change and frameworks for developing behaviour change interventions.
3. Discuss how behaviour change interventions are developed and implemented.
4.Identify some of the strengths and limitations/challenges when implementing behaviour change interventions.

Module Content
This module focuses on behaviour change and understanding how behaviour change interventions are developed. Theoretical approaches and determinants of behaviour will be explored, alongside frameworks for developing interventions. The module will explore behaviour change in different contexts and will consider how behaviour change interventions can be implemented successfully in practice.

Module name: Mindfulness and Wellbeing

Module Code: 5LMS2034

Semester: B

Credits: 15

100% Coursework (essay including response to case situations applying theory to practice)

Module Aims:
The aims of this module are to
Enable students to develop a critical understanding of the theory of mindfulness and its applications, how mindfulness is used in the context of mental health and wellbeing and to self-reflect on their skills.

Intended Learning Outcomes:
Successful students will typically:
1. Identify and discuss different theoretical and empirical approaches to mindfulness.
2. Discuss the conceptual and methodological overlap between research on mindfulness and research on emotional regulation/intelligence.
3. Identify therapeutic uses of mindfulness.

Module content
This module will explore theories and research on mindfulness using a positive psychology framework of health and well-being. Mindfulness will be explored within the context of mental health, physical health, and emotional well-being, and links will be made between positive psychology models and mindfulness-related practice.

LEVEL 6 MODULES (assume core psychology topics at level 4 and 5)

Module name: Health Psychology

Module code: 6LMS0144

Semester: A

Credits: 15

100% exam

Module Aims:

The aims of this module are to enable students to...

- Be introduced to the role of psychology in health and illness and explore a biopsychosocial model of health and illness
- Students will also examine cognitive, behavioural and emotional factors in the development and treatment of illness
- The module will allow students to understand some of the career possibilities within this field of psychology

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Demonstrate in depth knowledge and understanding of theoretical approaches to health and health behaviour
- Have in depth knowledge and understanding of the role of cognition and emotion in relation to health and illness
- Have an awareness of the strengths and limitations of biomedical and biopsychosocial approaches to understanding health and illness
- Demonstrate advanced knowledge and understanding of research on the relationship between psychosocial factors and health/illness

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Critically evaluate theories and evidence of the role of psychology in health
- Identify strengths and limitations of psychological interventions in health improvement and health promotion.
- Synthesise ideas and data from research to identify key psychological processes involved in developing illness and improving health.
- Analyse contradictions in research in health psychology and develop an understanding of how these can be resolved;

Module Content

Health psychology is the practice and application of psychological research into the promotion and maintenance of health; prevention and treatment of illness; the analysis and improvement of the health care system and health policy formation.

This module introduces some of the key theories and principles of health psychology in relation to the maintenance of health, the adoption of healthy behaviours as well as the development of, recovery from and adaptation to illness. In particular the emphasis will be on health in its broadest sense, i.e. a state of social, physical and mental well-being, rather than simply the absence of illness.

Module name: Cognitive Neuropsychology

Module code: 6LMS0192

Semester: A

Credits: 15

Pre-requisite – Pass level 5 Biological Psychology and Cognitive psychology

100% coursework

Module Aims:

The aims of this module are to enable students to...

- Understand how cognitive deficits following brain injury can provide a source of evidence to describe normal cognitive function.
- Demonstrate knowledge and ability to apply the methods and principles of clinical and cognitive neuropsychology.

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Have knowledge of the historical and theoretical bases of clinical and cognitive neuropsychology.
- Understand the main methods used in clinical and cognitive neuropsychology / neuroscience.
- Have knowledge of various neuropsychological tests used to determine cognitive performance.
- Have a good understanding of several neuropsychological conditions and their implications for understanding normal cognition.

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Critically discuss how research in people with brain injury can provide useful insight into normal cognition.
- Administer and interpret a neuropsychological assessment using a range of neuropsychological tasks.
- Critically review existing literature and use this to design and implement .experimental investigations for patients with brain injury.
- Produce a written neuropsychological case report.

Module Content

This course will show how brain injury and brain disease can lead to a variety of neuropsychological disorders, for example: perception (agnosia), language (aphasia) and memory (amnesia). The examination of case studies and groups studies of people with brain injury as well as the study of the healthy brain using modern neuroimaging techniques can provide key sources of evidence through which to understand how the human mind works. The module builds upon existing knowledge students have already acquired about contemporary models of cognition e.g. concerning memory, perception and so on. Students will be provided with a thorough grounding in how to interpret and evaluate clinical neurocognitive testing against our current models of cognition

Module name: Counselling

Module code: 6LMS0146

Semester: A

Credits: 15

100% exam

Module Aims

The aims of this module are to enable students to...

- Gain an understanding of counselling psychology including its historical development, values and philosophy, theoretical orientations, including therapeutic approaches and clinical practice
- Examine research approaches in this field including assessments of different intervention effectiveness, and approaches used with clients presenting with mental health or diverse life issues.
- Gain an awareness of the professional routes available in this sub discipline (e.g., the role of the BPS, HCPC and the Division of Counselling Psychology), and professional considerations in terms of practice and ethics

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Show critical understanding concerning key theoretical approaches to counselling, and its practice.
- Demonstrate a systematic and in depth knowledge and understanding of different psychotherapeutic approaches relevant to clinical practice.
- Have a systematic knowledge and understanding of the effectiveness of different approaches and practices within counselling

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Critically discuss different schools of psychotherapy, appreciate their strengths and weaknesses and be able to perform comparisons of underlying assumptions, philosophies and core constructs
- Analyse the effectiveness of different counselling practices and methods for given problems
- Identify the ethical and professional parameters applicable to counselling and therapeutic settings
- Make use of a variety of information, data and knowledge sources to be able to evaluate and consider the effectiveness of counselling approaches

Module Content

The module begins with an introduction to the historical and professional basis of counselling and routes into the profession. Theories of counselling may typically include humanistic, psychodynamic, and CBT approaches. Ways of working with a range of client groups will also be covered, including where clients present with either mental health problems or a range of life issues.

Clinical methods and practice and their weaknesses are considered, as are ways to improve the validity of clinical assessments, and assess the effectiveness of counselling interventions. The module will also focus on practical, methodological and ethical issues that are likely to affect the efficiency of counselling and psychotherapy in the different settings.

There will be opportunities throughout the course for discussion, evaluation activities and experiential learning.

Module name: Clinical Psychology

Module code: 6LMS0147

Semester: B

Credits: 15

100% exam. This module assumes level 5 social and level 5 developmental psychology

Module Aims

The aims of this module are to enable students to...

- Develop a critical understanding of the nature of several forms of mental health disorders
- Appreciate how psychological models can help in understanding psychopathology
- Evaluate the contribution of psychological models to treatments for mental illness
- Evaluate the various methodologies involved in isolating causative factors in mental illness.
- Develop a basic awareness of the professional routes for psychologists in the field of mental health, and an appreciation of the historical context in which approaches to mental heal have developed.

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Demonstrate in depth knowledge and understanding of the nature of the more commonly encountered mental health problems and cognitive approaches to explain them.
- Show critical awareness of aetiological issues associated with mental health
- Have in depth knowledge and understanding of the psychological basis for some key therapeutic approaches
- Present advanced knowledge and understanding of the methodological strengths and limitations of research into causative agents of mental illness

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Critically evaluate the contributions and limitations of psychological theory
- Conceptualise the different kinds of mental health problems
- Critically evaluate the use of diagnostic classification systems

- Identify and critically evaluate the development and practice of treatments/therapies in relation to the mental health field

Module Content

The course begins by providing an overall conceptual framework for considering traditional and contemporary theories relevant to clinical psychology, and a variety of routes into the profession. In the sessions that follow, the course addresses substantive and methodological issues relating to mental illness from a cognitive perspective. This will be achieved by looking at a number of key mental health disorders

Module name: Forensic Psychology

Module code: 6LM2025

Semester: B

Credits: 15

100% Coursework

Module Aims

The aims of this module are to enable students to...

- Identify core areas within the sub discipline of forensic psychology and to develop a basic awareness of the professional routes for psychologists in the field of forensic psychology
- Students will gain knowledge, historical and conceptual understanding of crime as a social construct, and what is represented by crime statistics
- Students will also gain knowledge on how psychological theory and research is applied to the legal system, how psychological theory can be used to help the understanding of offending in individual cases, and how the environment, social and family background influence this also.
- Students will gain knowledge of psychological interventions used to reduce offending, and assess risk of future offending

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Demonstrate critical understanding of how psychology theory, research findings have been applied to the legal system
- Show in depth knowledge and understanding of some of the ways in which psychological theory and research can be used to understand and predict offending behaviour

- Present in depth knowledge and understanding of some of the ways in which psychological theory, and research findings are used to reduce offending and detect offenders

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Critically evaluate and synthesise a range of theoretical and research orientations used to address and explain crime and offending behaviour
- Identify and evaluate the worth of key practice and techniques used in the reduction and detection of crime.
- Contextualise and analyse crime statistics and offending behaviour within the social and legal framework within which it occurs

Module Content

Forensic Psychology concerns the application of psychological theory and principles to the understanding of crime, crime control and the legal process. This module is designed to give students an understanding of how forensic psychology can be applied to legal and criminal issues, where it stands in relation to other disciplines, and make clear the paths and routes to becoming a Forensic Psychologist. The module will equip students with an overview of current and historical psychological theory as applied to forensic topics. Particular attention will be paid to the psychology of judicial proceedings, eyewitness testimony, false confessions, offender profiling, investigation of the causes of offending behaviour and methods of tackling crime and offender behaviour. In addition, students will study the role the media play in the construction of ideas about crime, fear of crime and policy in relation to crime

Module name: Occupational Psychology

Module code: 6LMS0150

Semester: B

Credits: 15

100% coursework

Module Aims

The aims of this module are to enable students to...

- Develop a critical awareness of current issues and developments relevant to occupational psychology.
- Explore how psychological theory and practice is applied to the workplace
- Throughout the module ethical and professional standards are considered and student reflexive skills are encouraged.

- Students will also gain an awareness of the professional routes and the role of the BPS and HCPC

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Critically evaluate theories and models of learning in relation to development at work
- Demonstrate advanced knowledge of theories relating to employee engagement and motivation
- Integrate psychological theories that inform selection and assessment best practice
- Evaluate theories relating to accidents and change in the workplace
- Apply ethical, legal and professional practice frameworks (e.g. BPS, HCPC) to examples of research and practice in the workplace

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Use evidence and theory to appraise learning activities and plans
- Evaluate engagement surveys based on current theory and practice
- Using theory and best practice techniques, devise interview questions for selection
- Critically evaluate accident reports
- Demonstrate reflexive skill in applying psychological knowledge to the workplace

Module Content

This module will provide an introduction to some of the key topics relating to people's behaviour in the workplace. Topics will include: Learning and development; Leadership, engagement and motivation; Well-being and work; Work design and change; Psychological assessment at work. These are all applied to the context of work and the activities of departments such as Human Resources, Organisational Development, Health and Safety and Recruitment.

This module will also introduce students to the routes for professional practice in Occupational Psychology.

Module name: Educational Psychology

Module code: 6LMS0151

Semester: B

Credits: 15.

100% coursework

Module Aims

The aims of this module are to enable students to...

- Have an in depth knowledge and understanding of the main areas of the discipline of Educational Psychology
- Appreciate the contexts in which educational psychologists operate by examining the historical development of this profession within legislative and policy contexts, and the career paths leading to practitioner status.

Learning Outcomes: Knowledge and Understanding

Successful students will typically...

- Demonstrate in depth knowledge and understanding of the nature of educational needs and inclusion
- Present critical understanding of the role and methods of assessment in educational settings
- Have in depth knowledge and understanding of a range of special educational needs
- Demonstrate critical awareness of the psychological approaches to learning, in different settings including within groups
- Appreciate the ethical challenges of practice for Educational Psychologists

Learning Outcomes: Skills and Attributes

Successful students will typically...

- Critically evaluate the contributions and limitations of theory and method as applied to educational psychology.
- Identify and conceptualise a range of special educational needs
- Analyse assessment strategies and evaluate their effectiveness
- Identify and critically evaluate psychological approaches to learning

Module Content

The module will deal with the main areas of the discipline of Educational Psychology. This course will cover the contexts in which educational psychologists operate. It will outline the professional routes towards practice within this discipline, and the legislative and policy guidance within which practitioners operate. The module will cover conceptual issues of social educational needs, inclusion and diversity in learners. It will present material on a range of assessment practices, and their limitations within the context of different learning settings. The course will also deal with special intervention work with specific populations such as young people with a range of social and emotional difficulties and vulnerable adolescents. The ethical dimension of the Educational Psychologists work will be looked at, covering questions such as “who is the client” (school, family, parent, child, society?), and whether diagnosis and formulation can have disadvantages. Finally the course will examine psychological approaches to group work with teachers and pupils as well as the application of theory in helping transform aspects of schools and other organisations.