National 5 Psychology Course Support Notes

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).
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**Introduction**

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 Psychology Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.
General guidance on the Course

Aims
This Course is designed to introduce learners to psychology as the scientific study of human behaviour. Learners will develop knowledge and understanding of psychological explanations for human behaviour and develop research skills used in practical psychological research. Research skills include the skill of research as a review of literature and evidence and research as a scientific method of enquiry.

The National 5 Psychology Course is designed to develop learners’ understanding of the study of human behaviour through the application of psychological topics, concepts, theories and approaches.

The Course aims to enable learners to develop:

◆ their knowledge and understanding of psychological concepts, theories, approaches and terminology and use thinking skills when explaining and applying knowledge and understanding of psychology
◆ awareness of the role of research evidence in explaining human behaviour
◆ basic investigation skills to select, organise and interpret information
◆ awareness of ethical and scientific standards in psychological research
◆ basic communication and numeracy skills in psychology

Progression into this Course
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications and/or experience:

◆ National 4 People and Society Course or relevant component Units
◆ National 4 Biology Course or relevant component Units
◆ social studies or science Courses or relevant component Units at SCQF level 4

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing the Course.

In addition, a level of maturity and independent thought will be required for this Course and it is recognised that life experience can be a valid preparation. Successful completion of a broad general education would prepare learners to further develop the skills required to investigate psychological approaches to investigating the human mind and social behaviour.

Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.
Skills, knowledge and understanding covered in the Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the Course Assessment Specification for mandatory information about the skills, knowledge and understanding to be covered in this Course as the Course assessment will be based on this.

The National 5 Psychology Course develops skills, knowledge and understanding which have a wide ranging application in learning, life and work contexts. The skills, knowledge and understanding may be developed in each of the Course Units; however greater emphasis will be given to developing some of the above points in particular Units.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

- Plenty of opportunities within the Unit
- Many opportunities within the Unit
- Some opportunities within the Unit

<table>
<thead>
<tr>
<th>Skills, knowledge and understanding</th>
<th>Research Unit</th>
<th>Individual Behaviour Unit</th>
<th>Social Behaviour Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain psychological concepts, theories, approaches and terminology</td>
<td>Learners at National 5 may be briefly introduced to a range of different approaches before focusing on particular approaches and theories. Biological and psychoanalytic approaches are mandatory approaches in the Course. Concepts and terminology can be explained in the context of theoretical approaches where possible.</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Use basic investigation skills to select, organise and interpret information in psychology</td>
<td>Because there is scope for personalisation and choice in this Course it is possible for teachers and lecturers to select topics and contexts of interest to the learner. The important point is to stimulate the learner’s curiosity and interest in finding out more about psychology. Learners can be introduced to the use of publications including educational websites, research reports and psychological accounts of observed behaviour. Learners should be given guidance when selecting evidence to use in their work. Although it is not a requirement for assessment at this level, learners could be guided and encouraged to think about the reliability and validity of information.</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>

Course Support Notes for National 5 Psychology Course
<table>
<thead>
<tr>
<th>Apply knowledge and understanding of psychology to explain behaviour</th>
<th>Learners could apply psychological approaches and theories to real life situations or to scenarios given to the learner. Learners will develop the ability to make statements that are supported by giving reasons and referring to evidence.</th>
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<table>
<thead>
<tr>
<th>Understand the basic research process in psychology; including ability to explain strengths and weaknesses of methods and describe ethical and scientific standards</th>
<th>Teachers and lecturers have a key role in guiding learners to work in accordance with ethical and scientific standards. This protects the learner and others. Learning and teaching approaches should include opportunities to learn through involvement in small scale research that is ethical.</th>
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</table>

<table>
<thead>
<tr>
<th>Use research evidence to explain human behaviour.</th>
<th>As a scientific discipline, psychology uses research evidence to explain behaviour. Learners should be supported in their understanding of validity and reliability of evidence.</th>
</tr>
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<tr>
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<tr>
<th>Interpret basic descriptive statistics in psychological research</th>
<th>Interpreting basic descriptive statistics should include opportunities to see and discuss examples of descriptive statistics. Learners should understand the terms mode, median and mean. Learners should develop confidence in discussing and using these terms. Learning may offer opportunities to carry out calculations but the ability to perform calculations is not assessed in this Course.</th>
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<thead>
<tr>
<th>Use communication skills appropriate to psychology</th>
<th>There are opportunities for learners to develop a wide range of communication skills in this Unit and to present information in a variety of formats. For example:</th>
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<tbody>
<tr>
<td>✔</td>
<td>✔ ✔ ✔</td>
</tr>
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</table>

- summarising and presenting information as an information leaflet, poster or short video clip
- using essay writing or report writing skills to develop the ability to structure and develop a piece of work
- using oral communication skills in discussion or to present findings

Technology may be used to create or contribute to a blog or networking site to discuss a topic.
Progression from this Course

This Course or its Units may provide progression to:

- Higher Psychology Course or relevant component Units
- other SQA qualifications in social studies, social science or related areas at SCQF level 6
- further study, training or employment

Psychology also has applications in life such as contributing to wellbeing and in work related fields such as health and social welfare, commercial, professional and managerial jobs, marketing, teaching and the media.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 5 Psychology Course has been constructed to facilitate a hierarchical arrangement with the Higher Psychology Course. While Units have the same titles and structures the level of demand is progressive in the degree of difficulty and complexity from one level to the next.

A differentiated approach may assist teachers/lecturers to plan activities and experiences. Differentiation between levels could be evident via support provided. At National 5 level, there may be a mix of group work/teacher-led sessions plus some individual learning. At Higher level, learners could be given individual tasks and take on more responsibility for their own learning. Learners working at different levels may benefit from access to differentiated learning materials to allow for independent work while the teacher is teaching/providing support to others within the class.

Psychology deals with complex subject issues. At SCQF level 5, learners are expected to recognise that there may be numerous and often varied explanations for human behaviour. The National 5 Psychology Course offers opportunities to explain theories and approaches using research evidence.

The following table outlines the level.

<table>
<thead>
<tr>
<th>National 5 Psychology</th>
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</thead>
<tbody>
<tr>
<td>Psychology: Research</td>
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</table>

Learners should be able to explain the research process in psychology.

At SCQF level 5 this will involve describing the stages of the research process; explaining research methods and sampling and describing ethical guidelines. Learners should be able to apply and justify the choice of research method when presented with research scenarios. Data handling will involve calculating and presenting basic data using descriptive statistics.
There is scope for personalisation and choice when selecting research topics. The focus of this Unit is on planning research, not carrying it out. However, participation in small scale research may form part of the learning and teaching in this Unit. If this approach is used, teachers/lecturers should ensure that any research is carried out with appropriate permission and supervision and in accordance with British Psychological Society guidelines.

<table>
<thead>
<tr>
<th>Psychology: Social Behaviour</th>
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</thead>
<tbody>
<tr>
<td>Learners should be able to explain topics relating to human social behaviour.</td>
</tr>
<tr>
<td>At SCQF level 5 this will involve describing a topic and explaining concepts associated with the topic and psychological research evidence that contributes to understanding the topic. Learners will be able to use their understanding to explain everyday behaviour.</td>
</tr>
<tr>
<td>There is scope for personalisation and choice when selecting topics, approaches and related theories and concepts to explain social behaviour. For those doing the Course assessment a minimum of two topics must be studied, one of which is conformity. Learners will be able to explain research evidence and refer to this when explaining everyday behaviour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology: Individual Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be able to explain topics relating to individual behaviour.</td>
</tr>
<tr>
<td>At SCQF level 5 this will involve describing a topic for individual behaviour and explaining the topic using relevant approaches and theories. Learners consider the strengths and weaknesses of approaches and theories used in explaining behaviour for the topic. When explaining strengths and weaknesses, learners should be encouraged to understand what evaluation is and why evaluation is important in psychology.</td>
</tr>
<tr>
<td>There is scope for personalisation and choice when selecting topics, approaches and related theories to explain individual behaviour. For those doing the Course assessment two topics will be studied, one of which will be mandatory. The mandatory topic is sleep and dreams. The mandatory approaches are the biological and psychodynamic approaches.</td>
</tr>
</tbody>
</table>

For the Course assessment, learning must include the mandatory topics set out in the Course Assessment Specification.
Approaches to learning teaching and assessment

Mode of delivery
There are three Units in the National 5 Psychology Course. The level of demand in each Unit corresponds with the Scottish Credit and Qualifications Framework at level 5.

The three Units in the Course are:

- Psychology: Research Methods (National 5) (6 SCQF credit points)
- Psychology: Individual Behaviour (National 5) (6 SCQF credit points)
- Psychology: Social Behaviour (National 5) (6 SCQF credit points)

The learning and teaching for Units could be approached in a variety of ways. Units may be delivered in any order. They may be delivered sequentially or concurrently. The following diagram illustrates some alternative models to delivering the Units.

The first model introduces the research process at an early stage and enables this understanding to be consolidated and applied when moving on to the Individual Behaviour and Social Behaviour Units.

The second model introduces topics in Social Behaviour and then Individual Behaviour. Understanding of these topics can be used to enable personalisation and choice of contexts for investigating behaviour within the Research Unit.

The third model allows understanding of the research process to be developed concurrently with learning from the other Units. Learning in the Research Unit is extended, offering learners a longer period of time to refine their research skills.
Learning and Teaching approaches should support Curriculum for Excellence’s four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

Psychology readily lends itself to a variety of delivery methods, including learner-centred problem-solving activities, pair and group discussion, analysis of research scenarios, analysis of real-life applications of theory, experimental demonstrations, questionnaire design, games and quizzes, IT/web-based activities, as well as formal presentation. Stimulus materials, visual aids and familiar situations may be used to good effect, as well as video and audio material.

Learners will need support and guidance to develop study skills and learning strategies. Learners should be gradually encouraged, as far as possible, to participate in their own learning by finding information and to generally show initiative, wherever appropriate. The benefits of cooperative learning, peer support and peer feedback can be substantial and should be encouraged and can be supported by the use of technology (ICT).

The integration of theory with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts. Care should be taken during each learning activity to ensure learners are aware of what they have learned and are encouraged to consider other applications for these skills, knowledge and understanding in learning, life and work.

Each of the Units in the Course offers opportunities for personalisation and choice. For learners preparing for Course assessment there are particular mandatory topics that must be studied. The mandatory topics offer scope for links to be made with other topics studied within the Unit or with topics in other Units. For example, in the Individual Behaviour Unit, the topic of sleep and dreams may be linked to an optional topic such as memory or abnormal behaviour. Sleep and dreams may also be linked to a relevant and connected topic from the Social Behaviour Unit, such as aggression. The topics selected can provide a focus for learning and teaching within the Research Unit.

Each of the Units in this Course has a single Outcome with a set of Assessment Standards designed to promote holistic assessment within Units. It would be possible to combine learning, teaching and assessment across Units, without duplicating the requirements of Course assessment.

**Ethical practice** is essential in psychology. Some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. Care should be taken in learning and teaching and sensitivity should be shown, for example, in discussions which may relate to health, relationships or emotions. Teachers and lecturers should be alert to any signs of discomfort or distress. Such concerns are particularly relevant to delivery methods involving classroom research demonstrations, and teachers/lecturers should be familiar with two sources of ethical guidance: the BPS Code of Ethics and Conduct, at [www.bps.org.uk](http://www.bps.org.uk); and the ATP Guide to Ethics for Teachers and Students of Psychology at Pre-Degree Level found at [www.theatp.org](http://www.theatp.org)

Table 2 below provides further detail about the aims of the National 5 Psychology Course.
<table>
<thead>
<tr>
<th>Course aims</th>
<th>Benefit to learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the learner’s knowledge and understanding of psychological</td>
<td>This Course helps learners to understand factors that influence behaviour and ways that psychology approaches the study of human behaviour. Teachers and lecturers have opportunities to develop the learner’s understanding of people and their interactions. Learners are encouraged to begin to understand how to be objective when thinking about human behaviour and to use evidence from research in psychology when explaining behaviour.</td>
</tr>
<tr>
<td>concepts, theories, approaches and terminology.</td>
<td></td>
</tr>
<tr>
<td>Develop and use thinking skills when explaining and applying knowledge and</td>
<td>Learners at this level should be provided with appropriate psychological research studies and should be given guidance and support to organise and interpret information. Becoming more aware of reputable resources and how these may be used can develop skills that bring benefits in learning and life. Learners can be encouraged to find additional reputable resources of behaviour being studied. This may motivate learners and examples can be used for discussion.</td>
</tr>
<tr>
<td>understanding of psychology.</td>
<td></td>
</tr>
<tr>
<td>Develop awareness of the role of research evidence in explaining human</td>
<td>Developing responsible attitudes to research is aimed at safeguarding both the learner and others. This Course offers opportunities to conduct small scale research under supervision and in a protective environment, whilst working to within the guidelines stated in British Psychological Society Code of Ethics and Conduct Ethical Requirements.</td>
</tr>
<tr>
<td>behaviour.</td>
<td></td>
</tr>
<tr>
<td>Develop basic investigation skills to select, organise and interpret</td>
<td>Supporting the development of communication skills through, for example group/individual presentations, can increase the learner’s confidence. Numerical skill development can be encouraged within this Unit.</td>
</tr>
<tr>
<td>information.</td>
<td></td>
</tr>
<tr>
<td>Raise awareness of ethical and scientific standards in psychological</td>
<td></td>
</tr>
<tr>
<td>research.</td>
<td></td>
</tr>
<tr>
<td>Develop basic communication and numeracy skills in psychology.</td>
<td></td>
</tr>
</tbody>
</table>
Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The Course Specification lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA’s Skills Framework: Skills for Learning, Skills for Life and Skills for Work and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

Skills for learning, skills for life and skills for work developed in the National 5 Courses are illustrated below.

1  Literacy
   1.2  Writing

2  Numeracy
   2.3  Information handling

3  Health and wellbeing
   3.1  Personal learning

5  Thinking skills
   5.3  Applying
   5.4  Analysing and evaluating
Approaches to assessment

The publication Building the Curriculum 5 sets out a framework for assessment which offers guidance on approaches to recognising achievement, profiling and reporting. A shared understanding of Assessment Standards and expectations is essential. Research in assessment suggests that learners learn best, and attainment improves, when learners:

♦ understand clearly what they are trying to learn, and what is expected of them
♦ are given feedback about the quality of their work, and what they can do to make it better
♦ are given advice about how to go about making improvements
♦ are fully involved in deciding what needs to be done next, and know who can give them help if they need it

(http://scotland.gov.uk/Publications/2005/09/20105413/54156)

A holistic approach to assessment is recommended where possible. This will enrich the assessment process for the learners, avoid duplication of assessment, and provide more time for learning and teaching. It will also allow centres to manage the assessment process more efficiently.

Assessment practice tasks could be used as a valuable learning tool, not only to prepare learners for the mode of assessment required for assessment, but also to reinforce learning and inform remediation of less secure learning. Peer assessment is a good, active example of assessment as well as giving valuable experience of making value judgements.

Whatever the assessment approach used, it is important that the assessment encourages personalisation and choice. Any reporting back method can be done in a manner suitable for the learner — text based, audio/electronic presentation or video evidence. There are many sources of assistive technology software available to ease text-based tasks such as reading.

Assessment should meet the varying needs of all learners. It is important that learners receive regular feedback on their performance.

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support or for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Information given in the Course Specification and the Course Assessment Specification about the assessment of added value is mandatory.

The purpose of the Course assessment is to assess added value of the Course as well to confirm attainment in the Course and to provide a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course rationale.
The National 5 Psychology Course assessment has two components: a question paper and an assignment. Teachers and lecturers should refer to the Course Assessment Specification for details of mandatory Course content and assessment arrangements. Information on mandatory content should be shared with learners to enable preparation for Course assessment. Evidence generated through activities could provide opportunities for self-assessment, peer-assessment and teacher/lecturer feedback to give guidance and support improvement.

In this Course, added value will focus on the following:

The question paper will be carried out in controlled conditions within set time limits. Opportunities to practice writing responses to questions within time constraints will enable learners to understand the requirements of assessment.

For Course assessment, learners will investigate a topic in psychology. Topics can be chosen from the Individual Behaviour Unit; the Social Behaviour Unit or may be a topic of the learner’s choice.

The assignment may be introduced at any time during the Course; however, learners should be given time, guidance and support to develop skills, knowledge and understanding required, before compiling assessment evidence.

Detailed information on Course assessment can be obtained in the Course Assessment Specification.
Combining assessment across Units

Each of the Units in the National 5 Psychology Course has a single Outcome with a set of coherent Assessment Standards designed to promote holistic assessment within Units. It would be possible to combine learning, teaching and assessment across Units, without duplicating the requirements of Course assessment.

Potential links between Outcomes and Assessment Standards of Units may be established, which will provide opportunities for learners to develop skills and use knowledge within one activity.

One approach would be to select an overall theme for the delivery of the Course with topics that relate to each of the Units in the Course such as Nature/Nurture debate. This debate within psychology is concerned with the extent to which particular aspects of behaviour are a product of either inherited or learned characteristics. This theme could be linked to topics in the Individual Behaviour and Social Behaviour Units whilst drawing on skills and knowledge from the Research Unit.

Other themes such as ‘Psychology as a Science’ may be of interest to learners.

A single assessment, such as a presentation, portfolio or extended piece of written work, could be developed to enable learners to attain Assessment Standards for all or some of the Units of the Course within this context. This may offer additional coherence to the Course and be most appropriate where learners have a particular career focus or interest.

Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they claim to assess. Assessors should ensure that combining assessments does not increase the complexity of the assessment task.

The use of technology can play an important role in the design and delivery of the new National Courses by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may be using ICT in working towards their assessment.

Learners can use skills developed in their broad general education to support learning in psychology. Developing ICT skills will be important for learners to benefit from a wide range of online resources and to enable them to use ICT in presenting information.

In some circumstances it will be possible for learners to work cooperatively with others to share experiences and information. This may be done using ICT and may be particularly useful in supporting learners to participate in planning and discussion.

Communication skills are developed throughout the Course and writing has been identified as an important communication skill to be developed within psychology. Learners should have the opportunity to develop writing skills in this Course. For example, learners may develop a blog or use a wiki or contribute to a discussion forum to analyse a video clip of human behaviour for the Social Behaviour Unit. For the Individual Behaviour Unit, learners may develop their ability to select
important information and write this in a concise way to compile an academic poster or use electronic media to present information.

It is not necessary for Unit assessment or combined Unit assessments to test the mandatory topics that will be assessed in Course assessment. It is however important that the Outcomes and Assessment Standards are clearly met.

**Conditions of assessment**
When the teacher/lecturer does not have *direct evidence* that the work is the learner’s own, the teacher/lecturer will need to take steps to confirm that the learner’s evidence was genuinely produced by them.

**Authenticity**
There are a number of techniques and strategies for ensuring that learner’s work presented is their own. For more information, please refer to SQA’s [Guide to Assessment](https://www.sqa.org.uk/Assessment/). For guidance on assessment and re-assessment please refer to SQA’s [Guide to Assessment](https://www.sqa.org.uk/Assessment/), available on SQA’s website.
Equality and inclusion

The following guidance should support assessors to ensure that any issues relating to equality and inclusion for learners undertaking the Psychology Course are addressed:

♦ Centres must take into account the needs of all learners who undertake the Course.
♦ There should be no unnecessary barrier for any learner studying this Course or its individual Units.

Centres could involve learners in negotiating the topics they wish to study on the Course. In this way, learners’ prior experience could be acknowledged and issues, such as culture, could be taken into account.

The following are reasonable responses to adapting assessments in Psychology:

♦ additional time allocation
♦ scribe or reader
♦ audio evidence
♦ assistive technology

Learners undertaking this Course will be required to write psychological reports, work with numerical data and communicate psychological understanding.

If learners require support to overcome barriers, they may be supported by scribes when writing psychological reports, and/or this could be done electronically. Communication could be written, oral or diagrammatic.

Interpretation of numerical and statistical data/descriptive statistics is crucial to the study of Psychology. Calculators may be used.

The topics and approaches covered in this Course may touch on controversial or sensitive issues. For example, in discussions which may relate to health, relationships or emotions, teachers/lecturers should be alert to any signs of discomfort or distress. It is important that centres encourage an accepting, positive attitude, and strongly discourage the use of language which shows prejudice towards people who suffer from psychological disorders.

The activities and assessment in this Course are flexible. In order to fully support learners with additional support needs, centres should select from among the wide range of options, in order to find learning experiences which best suit the profile of their learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of, and understand, SQA’s assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA’s website: www.sqa.org.uk/sqa/14977.html.
Appendix 1: Reference documents

The following reference documents will provide useful information and background:

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa//14977.html.
- Building the Curriculum 3: A framework for learning and teaching
- Building the Curriculum 4: Skills for learning, skills for life and skills for work
- Building the Curriculum 5: A framework for assessment
- Course Specification
- Design Principles for National Courses
- Guide to Assessment
- Principles and practice papers for curriculum areas
- SCQF Handbook: User Guide and SCQF level descriptors
- SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
- Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool
Appendix 2: National 5 Psychology Glossary of terms

This glossary is intended to clarify the meaning of action terms used in the Assessment Standards of the National 5 Psychology Course.

Please note that the meaning of terms differs across disciplines and levels. This Glossary is designed for use with National 5 Psychology.

<table>
<thead>
<tr>
<th>Action terms used in Assessment Standards</th>
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<tbody>
<tr>
<td><strong>Apply:</strong></td>
<td>Make clear and direct use of knowledge and understanding in order to make a considered judgement and demonstrate understanding of the concept, topic or issue.</td>
</tr>
<tr>
<td><strong>Describe:</strong></td>
<td>A straightforward account of the main features of the concept, topic or issue.</td>
</tr>
<tr>
<td><strong>Explain:</strong></td>
<td>Demonstrate understanding of the concept using appropriate psychological terminology. Examples may be helpful to explain points.</td>
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Appendix 3: National 5 Psychology Ethical Practice in Student Research — Psychology

The British Psychological Society (BPS) publishes a Code of Ethics and Conduct which can be found at www.bps.org.uk. The ATP has also published a Guide to Ethics for Teachers and Students of Psychology at Pre-Degree Level which can be found at www.theatp.org

These guidelines are designed to ensure ethical research in psychology. When a student undertakes research, the teacher, lecturer or supervisor takes responsibility for ensuring the ethical nature of the student research.

This paper gives brief guidance for teachers on ethical practice in psychology and suggestions for supervising learners. More in depth information can be found on the British Psychological Society’s website.

Notes for teachers and lecturers

♦ Teachers and lecturers are required to supervise student’s work and make certain that it does not contravene the ethical guidelines of the British Psychological Society (BPS).
♦ The wellbeing of both students and research participants must be protected at all times.

No participants under the age of 16 should be used in learner research.
Brief outline of BPS ethical guidelines

**Consent:** Participants should give informed consent to take part in any study. If possible participants should be informed about the objectives of the research. If giving this information would have an impact on the study (through demand characteristics) then the participant should be advised of the objectives of the study at the earliest opportunity and additional safeguards should be put in place to maintain the participant’s welfare and dignity.

Informing participants means that the participants must know:

- the aim of the project
- the type of data being collected
- the method
- time commitment expected
- the right to decline or withdraw at any point
- opportunity to see final report and results

**Deception:** Participants should not be deceived. If any information is kept from the participant in order to avoid demand characteristics in the research, they should be given this information at the earliest opportunity.

**Withdrawal:** Participants should be informed of their right to withdraw from the study at any time. This includes the participant being able to withdraw their data after the research has been completed.

**Protection:** Participants have the right to be safe and free from physical and mental harm and thus should not be endangered or harmed in any way, including psychological harm such as stress, self doubt, embarrassment, humiliation or avoidable anxiety during the course of the research. The risk of harm should be no greater than encountered in their normal daily lives. Researchers should respect individual, cultural and role differences. Sensitive topics, eg illegal activities, violence, sexual behaviour, abuse must be avoided.

**Confidentiality:** All information about participants obtained during the course of the research is strictly confidential unless written permission is obtained from the participant in advance and with their full understanding. The use of any information obtained must comply with the Data Protection Act. The anonymity of participants should be ensured whenever possible. If this is not possible for any reason, participants should be advised before they agree to participate in the research.

**Debriefing:** Participants should be provided with full information about the research as soon as possible and the researchers should discuss the participant’s experience of the research to ensure that there are no negative effects.
Suggested Guidelines for Good Practice

♦ Discuss ethics and the need for ethical good practice before work begins. Some good and bad examples can be helpful.
♦ Check research plans before students start work on a project.
♦ Create a checklist for the students’ research plans. This has the added benefit of training learners in proper research protocol.
♦ Review student work regularly.
♦ Encourage discussion of ethical issues in the write up.
Appendix 4: National 5 Psychology suggested resources

The following list offers suggestions for resources for use within this Course and will provide useful information and background as well as ideas for activities and topics for discussion.

- Association of Teachers of Psychology (ATP) [www.theatp.org](http://www.theatp.org)
- British Psychological Society Code of Ethics and Conduct: [www.bps.org.uk](http://www.bps.org.uk)
- National Assessment Resource (NAR) is now available at [https://www.narscotland.org.uk](https://www.narscotland.org.uk).
  Part 2: understanding research Video on Demand (VOD), ‘research in action’ and ‘research methods’ sections covers: introduction to research; research investigation (procedure/sampling/variables/methodology); data collection and analysis; ethics.
- Research Investigation Guidelines (SQA) available from SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk) enter search: ‘Psychology Research Investigation Guidelines’. Information available from several years gives a variety of research topics to consider
- [www.about.com](http://www.about.com) psychology research methods
- [www.learner.org/resources/series138.html](http://www.learner.org/resources/series138.html)
- [www.s-cool.co.uk/a-level](http://www.s-cool.co.uk/a-level) → psychology → research methods
- [www.simplypsychology.org](http://www.simplypsychology.org)
- [www.uniview.co.uk/acatalog/psychology.html](http://www.uniview.co.uk/acatalog/psychology.html) → various research, DVDs plus video clips available
Administrative information

Published: May 2015 (version 1.1)

History of changes to Course Support Notes

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<td>Appendix 3: National 5 Psychology Ethical Practice in Student Research updated.</td>
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Unit Support Notes — Psychology: Social Behaviour (National 5)

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).
**Introduction**

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Psychology: Social Behaviour* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- the *Unit Specification*
- the *Course Specification*
- the *Course Assessment Specification*
- the *Course Support Notes*
- appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*. 
General guidance on the Unit

Aims
This Unit is a mandatory Unit of the National 5 Psychology Course and is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The National 5 Psychology: Social Behaviour is designed to enable learners to explain how interaction with others shapes social behaviour. Learners will investigate social psychological topics and use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction with others and with the social environment. Learners will use psychological knowledge and understanding to explain examples of everyday behaviour.

Learners who complete this Unit will be able to:

1. Explain topics relating to human social behaviour.

Progression into this Unit
Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 4 People and Society Course or relevant component Units
- National 4 Biology Course or relevant component Units
- social studies or science Courses or relevant component Units at SCQF level 4

A level of maturity and independent thought will be required to study National 5 Psychology. It is recognised that life experience can be a valid preparation. Successful completion of a broad general education would prepare learners to further develop the skills required to conduct research in psychology. Centres wishing to establish the suitability of learners without prior qualifications may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Successful completion of a broad general education would prepare learners to further develop the skills required to investigate psychological approaches to investigating social behaviour.

Skills, knowledge and understanding covered in the Unit
Information about skills, knowledge and understanding is given in the National 5 Psychology Course Support Notes.
If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

This Unit is a mandatory Unit of the National 5 Psychology Course and is also available as a free-standing Unit. Exemplification of the standards in this Unit is given in the National Assessment Resource.

**Progression from this Unit**

This Course or its Units may provide progression to:

- Higher Psychology Course or relevant component Units
- other SQA qualifications in social studies, social science or related areas at SCQF level 6
- further study, training or employment

Psychology also has applications in life such as contributing to wellbeing and in work related fields such as health and social welfare, commercial, professional and managerial jobs, marketing, teaching and the media.
Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study situation.

It is good practice to use a variety of learning and teaching methods so that learners’ interest and motivation are maintained and individual preferences for different learning styles are promoted. Throughout learning and teaching activities, account should be taken of the prior knowledge that learners may have.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support. Discussion groups or personal investigation and research are excellent ways of promoting some independence in learning. Learners have the opportunity to study social behaviour topics in this Unit, with scope for personalisation in the choice of topics.

At this level, secondary sources such as textbooks will be more suitable than original research articles. Many learners will be new to the terminology used in psychology, and should be guided towards suitable sources of information; they may not be aware that general-interest articles and websites are often biased, inaccurate or incomplete. As a general guideline, it should be possible to obtain a full research citation from the sources used. Learners should be encouraged to contribute to their own learning and to present their work using a range of sources of evidence. There are many possible sources that can be referred to, including: textbooks, published articles and research-based web articles.

Topics selected for individual behaviour studied are a matter of choice; however, learners who are completing this Unit as part of the National 5 Psychology Course will need to study:

♦ conformity (this is mandatory for Course assessment)

The Course Assessment Specification sets out details of mandatory content and assessment.

Teaching approaches should support Curriculum for Excellence’s four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

Mandatory knowledge and understanding for the Social Behaviour Unit:
For the mandatory topic of conformity learners should explore:

♦ explanations of conformity, including informational and normative social influence, compliance and internalisation
♦ individual, situational and cultural factors in conformity
♦ minority and majority influence
Optional topics — a second topic for learning and teaching should be selected by the centre
When choosing a topic relevant to social behaviour, teachers/lecturers should check the topic can meet the requirements of the Unit. Does the topic?

- provide scope for the learner to explain concepts and/or theories associated with the topic
- have sufficient accessible psychological research evidence that contributes to understanding human behaviour for the topic
- have real-world applications relevant to everyday behaviour

Optional topic suggestions:

- altruism
- aggression
- propaganda and persuasion
- non-verbal behaviour
- prejudice
- interpersonal attraction
- or another suitable topic selected by the centre

For the optional topic of altruism learners could explore:

- theories of altruism (empathy-altruism hypothesis, negative state relief model)
- characteristics of a person in need
- characteristics of a helpful person
- bystander behaviour
- Latane and Darley’s cognitive model
- individualistic and collectivistic societies

For the optional topic of aggression, learners could explore:

- theories of aggression (psychoanalytic approach, ethological approach, frustration-aggression hypothesis, social learning theory)
- aggression and the media
- research studies into the effects of media violence
- video games and aggression (Goodson and Pearson, 2011)
- personal and situational factors

For the optional topic of non-verbal behaviour learners could explore:

- types of non-verbal behaviour (paralinguistics, facial expressions, eye gaze, gestures, postures, proxemics, haptics, clothing and body decoration)
- functions of non-verbal behaviour (express emotions, express interpersonal attitudes, accompany speech in managing the cues of interaction between speakers and listeners, self-presentation of personality, rituals)
◊ cross-cultural differences in non-verbal behaviour
◊ gender differences in non-verbal behaviour
◊ the role of nature and nurture in non-verbal behaviour
◊ research studies on non-verbal behaviour

For the optional topic of prejudice learners could explore:

◊ stereotyping, prejudice and discrimination
◊ racism, sexism, nationalism, classism
◊ theories of prejudice (the authoritarian personality, social identity theory)
◊ research studies on prejudice
◊ reduction of prejudice (education, increasing contact)
◊ institutional racism

For the optional topic of interpersonal attraction learners could explore:

◊ causes of interpersonal attraction (physical attractiveness, propinquity, familiarity, similarity, complementarity, reciprocal liking)
◊ matching hypothesis
◊ social exchange theory
◊ evolutionary theories
◊ research studies on interpersonal attraction

For the optional topic of propaganda learners could explore:

◊ definition of propaganda
◊ types of propaganda techniques (assertion, bandwagon, card stacking)
◊ media for transmitting propaganda messages (news reports, government reports, historical revision, junk science, books, leaflets, films, radio, television, posters)
◊ theories (fundamental attribution error, communication theory)
◊ war propaganda, public health propaganda, advertising propaganda

The Unit may be delivered in a number of ways. For example the topic of conformity may be delivered by taking a thematic approach.

Teachers/lecturers may wish to choose a second topic that is linked to the mandatory topic so that the Unit can be delivered and assessed holistically.

For example, centres may use a thematic approach to link two topics:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Mandatory topic</th>
<th>Selected topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Conformity</td>
<td>Propaganda</td>
</tr>
<tr>
<td>Riots</td>
<td>Conformity</td>
<td>Prejudice</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>Conformity</td>
<td>Interpersonal Attraction</td>
</tr>
<tr>
<td>Gender differences</td>
<td>Conformity</td>
<td>Non-verbal behaviour</td>
</tr>
</tbody>
</table>

The Research Unit may be delivered and assessed alongside this Unit to add relevance and avoid duplication. Learners will apply the knowledge and understanding from the National 5 Research Unit to evaluate the research evidence in the topic areas.
Examples of possible learning and teaching approaches for topics are outlined below.

<table>
<thead>
<tr>
<th>Mind mapping of prior knowledge topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work or teacher led questioning may be appropriate to stimulate discussion.</td>
</tr>
<tr>
<td>Ask learners to make an observational checklist to record the number of aggressive acts in a video recording. This highlights the difficulties in defining aggression and in recording it.</td>
</tr>
<tr>
<td>Individual and group presentations on topics.</td>
</tr>
<tr>
<td>An online discussion on a topic that is moderated by the teacher/lecturer.</td>
</tr>
<tr>
<td>Collecting notes from video programmes or class exercises with the intention of putting the information into an essay or report in preparation for the question paper and assignment components of Course assessment.</td>
</tr>
<tr>
<td>Discussion of current news issues relevant to topics.</td>
</tr>
<tr>
<td>Being involved in role-play activities where learners play the role of a major theorist from a topic.</td>
</tr>
<tr>
<td>Individual or group presentations, eg prezi, role play.</td>
</tr>
<tr>
<td>Create a leaflet or poster on the main points and explanations of a topic.</td>
</tr>
</tbody>
</table>
Approaches to assessment

There are a number of ways in which evidence for Unit assessment could be generated. **This Unit has one Outcome with a set of coherent Assessment Standards designed to promote holistic assessment.**

Approaches to the assessment of Units when they form part of a Course may differ from approach to assessing the same Unit when delivered free standing. Where Units are delivered on a stand-alone basis, teachers or lecturers will have more flexibility to develop approaches to delivering and assessing Units which are not related to Course assessment.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. Ideas for generating assessment evidence are recorded/oral responses; academic posters, individual or group presentations, information leaflets; traditional question papers or a portfolio of evidence.

All learners must have evidence that they have individually met the Assessment Standards to gain this Unit.

**Assessment: Vignette, image, video clip, audio recording, drama**

One way of assessing this Unit may be to provide the learners with an example of behaviour in a real-life situation, e.g. a young person being influenced by the media and peers to behave in a particular way. This straightforward scenario could be a centre-devised vignette, an image or an adapted article with associated questions.

**Alternative assessment approaches include:**

- open-book tests, e.g. providing a stimulus piece with associated questions
- closed-book tests, with questions requiring restricted responses, as preparation for Course assessment

Evidence could be able to be generated and held in a variety of formats that best suits the needs of the learner and centre. Assessors must choose an assessment format which takes into account the needs of all learners and implement the assessment at an appropriate stage in the Unit.

**Authenticity**

When the teacher/lecturer does not have this *direct evidence*, they will need to take steps to confirm that the learner’s evidence was genuinely produced by them.

There are a number of techniques and strategies for ensuring that learners present work which is their own. For more guidance, please refer to SQA’s **Guide to Assessment**.

Guidance on assessment and re-assessment is also available in SQA’s Guide to Assessment available on SQA’s website.
Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the National 5 Psychology Course Support Notes.
Equality and inclusion

The following guidance should support assessors to ensure that any issues relating to equality and inclusion for learners undertaking the Psychology Course are addressed:

♦ Centres must take into account the needs of all learners who undertake the Course.
♦ There should be no unnecessary barrier for any learner studying this Course or its individual Units.

Centres could involve learners in negotiating the topics they wish to study on the Course. In this way, learners’ prior experience could be acknowledged and issues, such as culture, could be taken into account.

The following are reasonable responses to adapting assessments in Psychology:

♦ additional time allocation
♦ scribe or reader
♦ audio evidence
♦ assistive technology

Learners undertaking this Course will be required to write psychological reports, work with numerical data and communicate psychological understanding.

Where learners require support to overcome barriers, they may be supported by scribes when writing psychological reports, and/or this could be done electronically. Communication could be written, oral or diagrammatic.

Interpretation of numerical and statistical data/descriptive statistics is crucial to the study of Psychology. Calculators may be used.

The topics and approaches covered in this Course may touch on controversial or sensitive issues. For example, in discussions which may relate to health, relationships or emotions, teachers/lecturers should be alert to any signs of discomfort or distress. It is important that centres encourage an accepting, positive attitude, and strongly discourage the use of language which shows prejudice towards people who suffer from psychological disorders.

The activities and assessment in this Course are flexible. In order to fully support learners with additional support needs, centres should select from among the wide range of options, in order to find learning experiences which best suit the profile of their learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA’s assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA’s website: www.sqa.org.uk/sqa/14977.html.
Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa/14977.html.
♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work
♦ Building the Curriculum 5: A framework for assessment
♦ Course Specification
♦ Design Principles for National Courses
♦ Guide to Assessment
♦ Principles and practice papers for curriculum areas
♦ SCQF Handbook: User Guide and SCQF level descriptors
♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool
♦ Coursework Authenticity: A Guide for Teachers and Lecturers
♦ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
♦ SQA Guidelines on e-assessment for Schools
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page
Administrative information

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Note: You are advised to check SQA’s website (www.sqa.org.uk) to ensure you are using the most up-to-date version.
Unit Support Notes — Psychology: Individual Behaviour (National 5)

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).
Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Psychology: Individual Behaviour (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Course Assessment Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*. 
General guidance on the Unit

Aims
This Unit is a mandatory Unit of the National 5 Psychology Course and is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The Psychology: Individual Behaviour (National 5) Unit is designed to enable learners to explain individual behaviour. Learners will investigate topics and learn how these topics can be explained using psychological theories and approaches. Learners will consider the strengths and weaknesses of the different approaches and theories investigated.

On completion of this Unit learners will be able to explain topics relating to individual behaviour.

Progression into this Unit
Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 4 People and Society Course or relevant component Units
- National 4 Biology Course or relevant component Units
- social studies or science Courses or relevant component Units at SCQF level 4

A level of maturity and independent thought will be required to study this Course. It is recognised that life experience can be a valid preparation. Successful completion of a broad general education would prepare learners to further develop the skills required to carry out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Successful completion of a broad general education would prepare learners to further develop the skills required to investigate psychological approaches to investigating social behaviour.

Skills, knowledge and understanding covered in the Unit
Information about skills, knowledge and understanding for this Course is given in the National 5 Psychology Course Support Notes.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.
Further information is set out in the *Course Assessment Specification*.

**Progression from this Unit**

This Course or its Units may provide progression to:

- Higher Psychology Course or relevant component Units
- other SQA qualifications in social studies, social science or related areas at SCQF level 6
- further study, training or employment

Psychology also has applications in life such as contributing to wellbeing and in work related fields such as health and social welfare, commercial, professional and managerial jobs, marketing, teaching and the media.
Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study situation.

It is good practice to use a variety of learning and teaching methods so that learners’ interest and motivation are maintained and individual preferences for different learning styles are promoted. Throughout learning and teaching activities account should be taken of the prior knowledge that learners may have.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support. Discussion groups or personal investigation and research are excellent ways of promoting some independence in learning. Learners have the opportunity to study social behaviour topics in this Unit, with scope for personalisation in the choice of topics.

At this level, secondary sources such as textbooks will be more suitable than original research articles. Many learners will be new to the terminology used in psychology, and should be guided towards suitable sources of information; they may not be aware that general-interest articles and websites are often biased, inaccurate or incomplete. As a general guideline, it should be possible to obtain a full research citation from the sources used. Learners should be encouraged to contribute to their own learning and to present their work using a range of sources of evidence. There are many possible sources that can be referred to, including: textbooks, published articles and research-based web articles.

Topics selected for individual behaviour studied are a matter of choice; however, learners who are completing this Unit as part of the National 5 Psychology Course will need to study:

- sleep and dreams (this is mandatory for Course assessment)

The Course Assessment Specification sets out details of mandatory content and assessment.

Teaching approaches should support Curriculum for Excellence’s four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

Topics selected for individual behaviour studied are a matter of choice; however, learners who are completing this Unit as part of the National 5 Psychology Course will need to study:

- Three psychological approaches; including biological and psychoanalytic approaches and one other approach.
- One mandatory topic, which is sleep and dreams.

The Course Assessment Specification sets out details of mandatory content and assessment.
Learning and Teaching approaches should support Curriculum for Excellence’s four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

Suggested learning and teaching activities could include learners:

- mind mapping of prior knowledge of the topic
- holding a group or class debate based on which approach is best at explaining a particular topic
- using Venn diagrams on paper to note down similarities/overlaps and differences between approaches
- undertaking a ‘taboo’ activity where approaches/topics must be explained without using certain key words
- being involved in role-play activities where learners play the role of a major theorist from an approach, and discuss current news issues
- creating a set of cards with approaches and behaviours which learners can pick from, and attempting to explain the behaviour/topic from the approach
- watching videos/documentaries on the origins of the approaches
- completing worksheets with gap-fills on the approaches/topics
- creating visual displays, e.g. academic posters or 3D displays on one or more approaches, showing the main researchers
- using textbooks or internet to find evidence for/against the approaches
- comparing the relative merits of the approaches in a presentation or essay
- maintaining a sleep and dream diary for discussion and possible linkages with known facts about sleep and dreams

Mandatory knowledge and understanding

This Unit develops an understanding of the different approaches to Psychology, two of which should be studied for each topic.

Suitable approaches may include: behaviourist; biological; cognitive; developmental or humanistic. It may also be appropriate to explain to learners that approaches may complement one another and so a combination of approaches may be used, as in cognitive behaviour therapy. Explanations of approaches should be appropriate to SCQF level 5. The biological and psychoanalytic approaches are mandatory for learners undertaking the National 5 Course.

For the biological approach, learners need to know:

- the role of brain in behaviour
- factors that affect brain function, e.g. stimulants, depressants, or environmental factors such as noise
- examples of biological approaches to understanding a topic and enhancing wellbeing

For the psychoanalytic approach, learners need to know:

- the structure of the mind: id, ego and superego
- the use of case studies to investigate unconscious processes in behaviour
- defence mechanisms including repression
- examples of psychoanalytic approaches to understanding a topic and enhancing wellbeing

Other approaches studied in the Unit should include an overview as follows:

- basic principles of the approach
- terminology associated with the approach
- example(s) of how the approach has been used to improve wellbeing

The mandatory topic, which is sleep and dreams must be studied for Course assessment.

Learning for the topic of sleep and dreams includes:

- processes in sleep and dreams — REM and sleep phases
- biological functions of sleep
- psychoanalytic explanations of sleep and dreams
- the purpose and significance of dreams

research study: Dement & Kleitman (1957)\(^1\)

The diagram below outlines the main areas of content which learners can cover in relation to this topic:

Optional topics — a second topic for learning and teaching should be selected by the centre.

When choosing a topic relevant to the *Individual Behaviour* Unit, teachers/lecturers should check that the topic can meet all of the requirements of the Unit. Therefore, does the topic?

- provide scope for learners to achieve the Unit Outcome, i.e. ‘explain topics relating to individual behaviour’
- link to two or more approaches
- have a real-world application relevant to wellbeing that is supported by research evidence

**Optional topic suggestions:**

- Happiness
- fixed/growth mind sets
- memory
- stress
- personality
- psychopathology
- intelligence
- addiction
- creativity

The following diagrams illustrate possible learning for some optional topics.

**Memory**

[Memory diagram]

- The nature of memory
- Organisation in memory
- Applications of memory
- Capacity and duration of stores
- Biological aspects of memory
- The multi-store model of memory
- Forgetting
- Eyewitness testimony
- Revision strategies
- Mnemonics
- Rehearsal
- Visual strategies
Research studies used in topics should include a mixture of contemporary and classic research.

For example, topics could be linked with approaches as follows:

<table>
<thead>
<tr>
<th>Topic 1: Sleep and dreams (mandatory)</th>
<th>Topic 2: Memory (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychoanalytic approach</td>
<td>Cognitive approach</td>
</tr>
<tr>
<td>Biological approach</td>
<td>Biological approach</td>
</tr>
</tbody>
</table>

Although topics can be treated as stand-alone, centres are encouraged to highlight connections between the two topics studied, and connections with other parts of the Course (if studied). Links between topics will depend on the option topics selected by centres, an example is provided below:

- Sleep and Dreams/Memory
- The role of REM sleep in memory
- Freudian personality theory and dream symbols
The *Research* Unit may be delivered and assessed alongside this Unit to add relevance and avoid duplication. Learners will apply the knowledge and understanding from the *Research* (National 5) Unit to analyse the research evidence in the topic areas.
Approaches to assessment

There are a number of ways in which evidence for Unit assessment could be generated. **This Unit has one Outcome with a set of coherent Assessment Standards designed to promote holistic assessment.**

Approaches to the assessment of Units when they form part of a Course may differ from approach to assessing the same Unit when delivered free standing. Where Units are delivered on a stand-alone basis, teachers or lecturers will have more flexibility to develop approaches to delivering and assessing Units which are not related to Course assessment.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. Evidence for this Unit could include one or more of the following: traditional closed-book assessments may continue to be a valuable tool that provides useful practice for the final exam. Some alternative ideas for generating assessment evidence are recorded/oral responses; electronic blogs; digital images; observational checklists and presentations.

All learners must have evidence that they have individually met the Assessment Standards to gain this Unit.

**Example:**

A learner may choose to do a presentation which could draw on one or more topics studied, and may include:

- a straightforward academic poster, slideshow, or a short video.

The teacher or lecturer may wish to ask the learner some questions to check the learner’s understanding.

The presentation could include:

- reference to one or more psychological approaches
- an explanation of the topic using psychological approaches and theories
- an explanation of the strengths and weaknesses of the psychological approaches and theories used to explain the behaviour
- reference to research evidence

**Alternative assessment approaches include:**

- open-book tests, eg providing a stimulus piece with associated questions
- closed-book tests, with questions requiring restricted responses, as preparation for Course assessment

Evidence could be able to be generated and held in a variety of formats that best suits the needs of the learner and centre. Assessors must choose an assessment format which takes into account the needs of all learners and implement the assessment at an appropriate stage in the Unit.
**Authenticity**

When the teacher/lecturer does not have this *direct evidence*, they will need to take steps to confirm that the learner’s evidence was genuinely produced by them.

There are a number of techniques and strategies for ensuring that learners present work which is their own. For more guidance, please refer to SQA’s [Guide to Assessment](https://www.sqa.org.uk).

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Equality and inclusion

The following guidance should support assessors to ensure that any issues relating to equality and inclusion for learners undertaking the National 5 Psychology Course are addressed:

- Centres must take into account the needs of all learners who undertake the Course.
- There should be no unnecessary barrier for any learner studying this Course or its individual Units.

Centres could involve learners in negotiating the topics they wish to study on the Course. In this way, learners’ prior experience could be acknowledged and issues, such as culture, could be taken into account.

The following are reasonable responses to adapting assessments in Psychology:

- additional time allocation
- scribe or reader
- audio evidence
- assistive technology

Learners undertaking this Course will be required to write psychological reports, work with numerical data and communicate psychological understanding.

If learners require support to overcome barriers, they may be supported by scribes when writing psychological reports, and/or this could be done electronically. Communication could be written, oral or diagrammatic.

Interpretation of numerical and statistical data/descriptive statistics is crucial to the study of Psychology. Calculators may be used.

The topics and approaches covered in this Course may touch on controversial or sensitive issues. For example, in discussions which may relate to health, relationships or emotions, teachers/lecturers should be alert to any signs of discomfort or distress. It is important that centres encourage an accepting, positive attitude, and strongly discourage the use of language which shows prejudice towards people who suffer from psychological disorders.

The activities and assessment in this Course are flexible. In order to fully support learners with additional support needs, centres should select from among the wide range of options, in order to find learning experiences which best suit the profile of their learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA’s assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA’s website: www.sqa.org.uk/sqa/14977.html.
Appendix 1: Reference documents

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Published: May 2015 (version 1.0)

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Note: You are advised to check SQA’s website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.
Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Psychology: Research (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- the Unit Specification
- the Course Specification
- the Course Assessment Specification
- the Course Support Notes
- appropriate assessment support materials

If the Unit Support Notes have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the Unit Specification.
General guidance on the Unit

Aims
This Unit is a mandatory Unit of the National 5 Psychology Course and is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The Psychology: Research (National 5) Unit is designed to introduce learners to the research process, research methods and ethics used in psychology. Learners will develop knowledge and understanding of factors to consider when planning and carrying out psychological research. Psychological terminology and numerical skills are developed.

On completion of this Unit, learners will be able to:

♦ Explain the research process used in psychology.

Progression into this Unit
Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ National 4 People and Society Course or relevant component Units
♦ National 4 Biology Course or relevant component Units
♦ social studies or science Courses or relevant component Units at SCQF level 4

A level of maturity and independent thought will be required to study National 5 Psychology. It is recognised that life experience can be a valid preparation. Successful completion of a broad general education would prepare learners to further develop the skills required to conduct research in psychology.

Centres wishing to establish the suitability of learners without prior qualifications may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in the Unit
Information about skills, knowledge and understanding for National 5 Psychology Course is given in the National 5 Psychology Course Support Notes.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.
Further information is set out in the *Course Assessment Specification*.

**Progression from this Unit**

This Course or its components may provide progression to:

- Higher Psychology Course or relevant component Units
- other SQA qualifications in social studies, social science or related areas at SCQF level 6
- further study, training or employment

Psychology also has applications in life such as contributing to wellbeing and in work related fields such as health and social welfare, commercial, professional and managerial jobs, marketing, teaching and the media.
Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study situation.

It is good practice to use a variety of learning and teaching methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are promoted. Throughout learning and teaching activities, account should be taken of the prior knowledge that learners may have.

This Unit readily provides opportunities for a variety of learning and teaching opportunities such as for learner-centred problem-solving activities, pair and group discussion, consideration of research scenarios experimental demonstrations, questionnaire design, games and quizzes, IT/web-based activities and formal presentation. Discussion groups or personal investigation and research are excellent ways of promoting some independence in learning.

Stimulus materials, visual aids and familiar situations may be used to stimulate learner interest. Relevant online video clips may be shown in a classroom situation followed by group discussion and analysis of the content.

Learning tasks should allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support.

Teaching approaches should support Curriculum for Excellence's four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

The research process
Learners will be expected to describe the stages of the research process used in psychology by covering the following points:

- Choose topic
- Review literature
- Form hypothesis
- Design study
- Collect data
- Examine data
- Reach conclusion
- Report findings
Approaches to teaching and learning can include small-scale or class-based research activities. With teacher support, learners may collaborate to develop ideas and consider ethical and methodological issues for research proposals. A small piece of research focused on a feature of social behaviour such as conformity or an aspect of individual behaviour such as memory may be carried out.

**Research methods**
Learners will be expected to explain what is meant by experimental methods, including independent, dependent and extraneous variables; validity and reliability; and to develop their knowledge and understanding about the need for the experimental research method if we want to show cause and effect. Laboratory experiments, field experiments and naturalistic experiments should be explained.

Learners will also develop knowledge and understanding of non-experimental research methods including:

- questionnaires/surveys
- interviews
- observation
- case studies
- correlational studies

Learners could be encouraged to consider the strengths and weaknesses of the research methods. This may be achieved by a variety of learning and teaching methods including learner-centred problem-solving activities, pair and group discussion and consideration of research scenarios.

The Unit also develops the learner’s knowledge and understanding of research terminology. Opportunities should be offered, through discussion and activities to practice using this terminology. For example learners should be able to use the following research terminology accurately:

- theory
- hypothesis
- methods, either experiment or survey (questionnaires)
- sample, including a basic explanation of why sampling is used
- ethics (learners will be aware of BPS guidelines and will identify straightforward ethical issues)
- data (learners will be able to interpret simple descriptive statistics)

Learners will know how to structure a basic psychological plan using appropriate headings and terminology. They will also know how to reference sources using a referencing system. At this level learners are being introduced to referencing and should be encouraged to reference in a consistent way that will enable them and others to find and verify resources used.

Learners will be able to use research evidence to support explanations. They will be able to offer a basic explanation of how the evidence contributes to understanding behaviour in relation to the planned research.
Overview of research in Psychology

Ethics
Ethical practice is essential in psychology. Some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. To this end, care should be taken in the delivery of material and sensitivity should be shown. Teachers should be alert to any signs of discomfort or distress. Such concerns are particularly relevant to delivery methods involving classroom research demonstrations.

Teachers should be familiar with current British Psychological Society ethical guidance.

Learners should be introduced to ethical guidelines and be able to consider what makes a piece of research ethical or unethical, in terms of ethical guidelines. A focus on ethical practice in psychology is to be emphasised in this Unit.

Sampling
Learners could be encouraged to investigate how participants in research are obtained. A group exercise could be used to allow learners to find out about sampling or by learners finding out about a method and reporting back to the class. Sampling methods that should be described and evaluated can include:

- opportunity sampling
- random sampling
- self-selection
systematic sampling
quota sampling
stratified sampling

Calculating and presenting data
Learners should develop their knowledge and understanding of the use of descriptive statistics and demonstrate their ability to calculate mean, median, mode.

Teachers could present learners with simple number sets to practice calculations and follow with a discussion of the merits and disadvantages of the measures of central tendency (mean, median and mode).

As a way of consolidating the knowledge and understanding of the research process, learners could be given a variety of research scenarios and, working either in groups, in pairs, or individually, could plan a research study using appropriate method, sampling and data collection and justifying their choices.

Learners could be presented with research scenarios and consider ethical issues that may arise in the research scenarios. Learners could present their findings in a variety of ways: presentation, essay, academic poster. Such activities can enable learners to self-assess, peer assess and get feedback from teachers/lecturers on their progress.
Approaches to assessment

There are a number of ways in which evidence for Unit assessment could be generated. **This Unit has one Outcome with a set of coherent Assessment Standards designed to promote holistic assessment.**

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Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. Ideas for generating assessment evidence are recorded/oral responses; academic posters, individual or group presentations, information leaflets; traditional question papers or a portfolio of evidence.

Learning opportunities should enable learners to work on planning and conducting research collaboratively, but for Unit assessment learners should work independently.

Example

Learners could create a portfolio of evidence which includes:

- a description of the stages of the research process
- an explanation of experimental and non-experimental methods of research
- a description of ethical guidelines
- an explanation of sampling methods used in psychology
- calculation of measures of central tendency from straightforward data
- applying and justifying choice of method to research scenarios

Alternative assessment approaches include:

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Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the Psychology Course Support Notes.
Equality and inclusion

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