



Higher National Unit Specification

General information

Unit title: Psychology A: History and Development of Psychology (SCQF level 7)

Unit code: FK8D 34

Superclass: PK

Publication date: April 2018

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is designed to develop learners' knowledge and understanding of the historical development of Psychology. The unit will examine four schools of thought in Psychology, explaining how each developed, as well as the key features that differentiate one from another. It will also develop evaluation skills as learners will evaluate each school. It is intended for learners who have a general interest in Psychology as well as those who would use it as the basis for further study.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Explain the development of psychology since the nineteenth century.
- 2 Evaluate major schools in psychology.

Credit points and level

1 Higher National Unit credit(s) at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Learners should possess good communication skills. Other knowledge, skills and experience relevant to the unit would also be beneficial.

The previous study of Psychology through units and National Qualifications at SCQF levels 5 or 6, or other similar qualifications, is desirable but not essential.

Ultimately, entry is at the discretion of the centre.

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is in the mandatory section of the HNC/D Social Sciences awards. It can also be offered as a stand-alone unit.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

Unit title: Psychology A: History and Development of Psychology
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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Explain the development of psychology since the nineteenth century.

Knowledge and/or skills

- ◆ The development of the four major schools of thought
- ◆ The key features that characterise each of the four schools of thought
- ◆ The historical context/influences in the development of the four schools of thought

Note: The four major schools of thought are Psychoanalytic; Behaviourist; Cognitive and Biological.

Outcome 2

Evaluate major schools in psychology.

Knowledge and/or skills

- ◆ Strengths of each of the four schools of thought
- ◆ Weaknesses of each of the four schools of thought
- ◆ Application of theory and practice from each school of thought

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ apply knowledge and skills to the four major schools of thought (Psychoanalytic; Behaviourist; Cognitive and Biological).

The response to the task set should include:

- ◆ a description of the development of the four major schools in psychology: Psychoanalytic; Behaviourist; Cognitive; Biological.
- ◆ the key features that characterise and distinguish each school of thought from the others.
- ◆ an explanation of the historical context/influences in the development of each school of thought.
- ◆ two strengths and two weaknesses of each school of thought.
- ◆ an application of the theory and practice of each school of thought (eg, therapy offered or explanation of particular behaviour, such as phobia, etc).

Higher National Unit Specification: Statement of standards (cont)

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This unit will be holistically assessed by a single open-book instrument of assessment covering all unit outcomes. The assessment for Outcome 1 is linked with the assessment for Outcome 2 by instructing learners to explain the development of all four major schools of thought in psychology and evaluate each school.

Learners should be given the task at an appropriate point of delivery of the unit. The four schools of thought will be assessed.

In response to the task set, learners must convey complex ideas in a well-structured and coherent form. A written response should be 1,500 words approximately; an oral response should be 10–12 minutes in duration. Regardless of the assessment method chosen, the learner must submit a bibliography presented in a standard referencing format, such as Harvard or APA.



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This is one of a suite of units that covers Psychology within HNC/D Social Sciences Group Awards. This unit prepares learners for *Psychology B: Explanation and Research of Psychological Topics*. The unit can be taught as a free-standing unit or as part of the HNC/D Social Sciences Group Awards.

The aim of this unit is to provide an interesting and engaging introduction to psychology that will serve as a foundation for subsequent psychology units. The unit provides a historical overview of psychology by introducing learners to the major schools of thought that have influenced its development since the nineteenth century.

The four schools of thought to be covered are: Psychoanalytic, Behaviourist, Cognitive and Biological. Reference can be made to other schools of thought in teaching, such as introducing structuralism as a movement or humanistic school of thought as an aid to criticising one of the four schools required in this unit or explaining where certain ideas developed from, but these will not be assessed.

Scientific psychology should be seen as a relatively young subject that has a fragmented and contentious history. Learners should be encouraged to see the diversity as well as the overall unity of the subject, which aims to understand the whole range of human behaviours and mental processes. There is little agreement amongst psychologists as to what psychology is and how it should be studied. The reasons for this can be best understood by studying the historical development of the discipline.

Before considering in detail the various schools of thought it would be useful for learners to consider questions such as:

- ◆ What is the central subject matter of psychology?
- ◆ How should psychologists carry out enquiries?
- ◆ The role of psychologists could also be covered to give learners an understanding of the work involved, although this would not need to be assessed.

The historical background should provide learners with a clear outline of what is distinctive about each of the schools. This should highlight that different theoretical approaches/perspectives are based on different models/images of the nature of human beings.

Higher National Unit Support Notes (cont)

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When and why particular schools developed should be covered (ie, who or what influenced the development of particular viewpoints or major theories).

Classic examples of research used by theorists to support their theories can also be considered. Learners would not need to be assessed on descriptions of the methods, rather just be aware of different types when being introduced to the schools. Examples of opposing research could be used by learners to help to evaluate each school, if they wished.

It is recommended that key psychologists who have contributed to the various schools be highlighted, as well as their individual theories that impacted on development of each school. It is important that learners are introduced to criticisms of each school of thought as well as where schools have been positive and contributed to the body of knowledge that is psychology. This helps to support the learner in becoming an enquirer and aids the development of a critical approach.

Guidance on approaches to delivery of this unit

A questioning approach is useful as it gets the learners to think like social scientists and be analytical and enquiring, rather than passively accepting.

Centres should structure the teaching programme to allow time for development of Core Skills and other transferable skills and for assessment practice within the notional hours suggested.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

This assessment could take the form of an open-book essay *or* a set of structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide the evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words.

It is possible to combine the oral presentation with the poster exhibition, where the learner shows the pattern of inequality in a poster and covers the explanation and strategies in an oral presentation on the same occasion. Where this occurs, the total time for all aspects would be 10–12 minutes (rather than 10–12 minutes each). See 'Guidance on delivery and assessment' for further details. It is recommended that oral presentations are recorded in some form.

NB: It is important that the language used in the assessment instrument reflects SCQF level 7 in each type of task.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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Centres should design an appropriate assessment instrument based on a method that is suitable in allowing learners to meet the evidence requirements. This can be written or oral (depending on the needs of the learners and the organisational aspects for the centre in choosing particular methods). If an oral method is chosen, it is recommended that centres record this (either by DVD or digital recorder, etc) or provide assessor notes on the presentation for external verification purposes. Oral presentations (or poster exhibitions) must be done individually as each learner has to show evidence of meeting all evidence requirements, so a group presentation would not be suitable. It is recommended that oral presentations are recorded in some form for external verification purposes.

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources in researching the topics. They should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information and to be more equipped to progress to SCQF level 8 units or further study.

If the centre is using a blog or creation of a website as the way of gathering evidence, this should not be in the public domain. Rather it should be on an intranet or private area of a VLE to reduce the likelihood of plagiarism. Authentication of the learner's work is essential. It would be helpful to collect notes or PPT presentation materials from the learner as further evidence of meeting SCQF level 7 in the presentation.

A centre can choose to use a mixture of methods across a cohort, as it may be more suitable for some learners to give a written response and for others to use an oral method or to create a blog, etc. It is possible to combine the poster exhibition with an oral presentation, where, for example, a learner may produce a detailed poster of a map showing patterns of inequality and would cover the other two outcomes in an oral presentation using PPT or a mind map as a visual aid. Alternatively, they could cover the pattern and explanation and evaluate strategies as part of a following oral presentation. The time across the whole assessment with all evidence requirements covered would be 10–12 minutes (not 10–12 minutes each for the poster and for the oral presentation, but rather combining both in the time). They should also be done on the same occasion. Whichever method is chosen the learners should be allowed access to notes, text books or other materials, as the assessment must be conducted open-book.

Centres should make sure they can authenticate each learner's work. This may be done by questioning the learner about their work, by seeing drafts of work under construction, by having partial write-up in presence of an assessor or by using an anti-plagiarism tool, such as Turnitin or SafeAssign, which checks internet sites.

Remediation should be done by a review of the original work. Learners should be asked to hand in a complete piece of work, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite their work to a prescribed format if it did not meet requirements. Oral clarification could be used for minor omissions or to clarify minor detail. If it is thought appropriate that a learner tackle a different topic or question, then that new submission would count as a reassessment.

Higher National Unit Support Notes (cont)

Unit title: Psychology A: History and Development of Psychology (SCQF level 7)

In oral work, learners can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. However, where more work is required to meet the evidence requirements (eg, where the quality of evidence is poor in a presentation) another presentation of the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as reassessment.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The delivery and assessment of this unit may contribute towards the development of Core Skills in *Communication* and *Information and Communication Technology*. It can also support the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

It is possible to develop **Communication at SCQF level 6** if the assessment takes the form of an essay or oral presentation. **For written communication at SCQF level 6 the skill is: produce well-structured written communication on complex topics.** To develop this skill learners can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate. It is part of the evidence requirements for the unit to ensure learners convey complex ideas in a well-structured and coherent way. This can be stressed in delivery and in formative work, as well as being considered in summative assessment.

The learners could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays on each school of thought or on a major contributor to a school, without being formally assessed for certification of the Core Skill. The topic of describing and evaluating four schools of thought is complex, so should easily fit with SCQF level 6.

It is important to develop essay-writing skills for learners' future progression. In doing this, learners should also be encouraged to use an appropriate referencing method, such as Harvard or APA, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing. It is part of the summative assessment to have an appropriate bibliography submitted in a standard referencing format.

Higher National Unit Support Notes (cont)

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For Oral Communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic. In both formative and summative assessment, the learner could be encouraged to give a detailed oral presentation on the four schools of thought, which would be a complex topic. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation or in an oral explanation of a poster exhibition. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage learners to work in a small group, with a few people contributing to the presentation. This may allow a learner to experience the demands of oral presentation before choosing this as an option for summative assessment of the unit (if the centre is able to give a choice).

As it is important that learners submit a bibliography (or reference section) in a standard format, such as Harvard or APA, for the summative assessment, even oral assessment methods should incorporate an appropriate bibliography.

For the Core Skill of *Information and Communication Technology* at SCQF level 5 the skills are: ‘Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks’ and ‘Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks’. This unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. A summative assessment using ICT presentation methods is also possible. Specific areas of accessing information using internet searches or VLE use and providing and creating information can be developed in such tasks. Creating a blog or a website for the summative assessment is another way in which this Core Skill can be developed. This could be used where learners (and their lecturer) have particular skills and interest in ICT.

Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for learners to take responsibility for learning by encouraging the development of research skills via the internet or using text books.

Curriculum for Excellence

The Curriculum for Excellence aspires to place learners at the centre of the curriculum and develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The four capacities will be developed throughout this unit.

This unit will develop the literacy and communication skills of the learners by way of formative and summative assessments. Independent learning is required throughout this unit, whilst the opportunity is available for group learning through formative tasks. The subject of psychology demands independent thinking, and through reasoned evaluation encourages learners to reach satisfactory conclusions. Further opportunity is offered to develop technological skills by way of researching via the internet, the production of word documents, PowerPoint presentations, blogs and/or the creation of a website. Collectively these skills contribute towards the creation of a **Successful Learner**.

Higher National Unit Support Notes (cont)

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Time management skills should improve during the delivery of this unit, as should the ability to relate to others through formative tasks. The topics in *Psychology A* should allow the learner to develop their own thoughts of the world around them, and they will be given the opportunity to express these views within the classroom setting. This should lead to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the unit.

Psychology A can also contribute to learners becoming **Responsible Citizens** by allowing the opportunity to develop knowledge and understanding of why people behave the way they do. Learners will be encouraged to develop a more positive view of mental health issues, which could play a large part in improving future interactions. Furthermore, informed, ethical views of complex issues can be developed, as can an understanding of different cultures.

Learners can become **Effective Contributors** to society by learning to work together effectively in teams within the class setting. This can be achieved through group-work where they can apply critical thinking within new contexts. In planning group tasks, evaluating data and presenting their findings, learners will also develop problem solving skills. Both oral and written communication skills will also be developed. This can be achieved through written work, individual PowerPoint presentations, and the creation of blogs and websites.

All these skills can be developed within the unit.

History of changes to unit

| Version | Description of change | Date |
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General information for learners

Unit title: Psychology A: History and Development of Psychology

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit aims to introduce you to the historical development of Psychology since the nineteenth century. You will look at four of the major schools of thought that have influenced the development of contemporary psychology. This will include some of the famous psychologists who have shaped psychology. You will be introduced to a variety of explanations of human behaviour. You will also learn that evaluation of theory and ideas in psychology are central to the development of psychology. You will be encouraged to develop an enquiring mind, with evaluative skills highlighted throughout.

At the end of the unit you will undertake an assessment that will focus on four of the major schools of thought in psychology that you have studied. You will be given the task/question at an appropriate point in the delivery of the unit. The assessment may be a written essay of approximately 1,500 words or a set of structured questions with an expected response of approximately 1,500 words or an oral presentation of 10–12 minutes or a poster exhibition of 10–12 minutes' oral explanation or another method decided by your centre. Your centre will inform you of the chosen method, which will be *open-book*. This means that you will be allowed access to materials (eg, text books, notes, VLE).

As you progress through the unit material, you will be encouraged to develop the Core Skill of *Communication* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5 by the types of activities you will experience.

You will also be given opportunities throughout the unit to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.