

Draft National Unit Specification



Unit title: Psychology: Mind and Behaviour (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop an understanding that alternative approaches and theories can be used in psychology. Learners will investigate research evidence and psychological approaches and theories to explain topics related to individual behaviour. Learners who complete this Unit will be able to:

- 1 Investigate psychological approaches and theories used to explain the mind and behaviour

This Unit is a mandatory Unit of the Higher Psychology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Psychology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Psychology Course.

Recommended entry

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:

- ◆ Psychology (National 5) Course or relevant component Units
- ◆ Biology (National 5) Course or relevant component Units
- ◆ Social Studies or Science Courses or relevant component Units at SCQF level 5

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. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 **Investigate psychological approaches and theories used to explain the mind and behaviour by:**
 - 1.1 Outlining, in detail, a topic relevant to the mind and behaviour
 - 1.2 Explaining the topic using alternative psychological approaches
 - 1.3 Drawing on psychological studies and theories to provide an analysis of the topic
 - 1.4 Presenting findings and supporting evidence to explain the theories and approaches relevant to the topic

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment standard 1.1

'Outlining in detail' will require a focus on the relevance of the topic to the individual's mind and behaviour.

Assessment standard 1.2

For the purpose of Unit Assessment, alternative approaches may include any psychological approaches, however Course assessment will require that biological and cognitive approaches are addressed.

Learners may present evidence in a number of formats, for example a basic academic poster, essay, powerpoint, prezi or short video.

Standards for Course Assessment are set out in the Higher Psychology Course Assessment Specification.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing

5 Thinking skills

- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.