

# Draft National Unit Specification



---

**Unit title:** Psychology: Research (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

---

## Unit outline

The general aim of this Unit is to enable learners to understand the research process and research methods used in psychology. Learners will apply research skills required to conduct psychological research. Numerical skills used in psychology are also developed.

Learners who complete this Unit will be able to:

- 1 Investigate the research process in psychology

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 the research process in psychology

- 1.1 Explaining the research process used in psychology
- 1.2 Evaluating experimental and non-experimental methods of psychological investigation
- 1.3 Explaining ethical guidelines upheld in psychological research
- 1.4 Explaining strengths and weaknesses of methods of sampling used in psychology
- 1.5 Calculating and presenting data using measures of central tendency and range
- 1.6 Applying and justifying chosen research methods to given scenarios

#### 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.

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

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

## **2 Numeracy**

- 2.3 Information handling

## **3 Health and wellbeing**

- 3.5 Relationships

## **5 Thinking skills**

- 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



---

**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

---

### History of changes

Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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