

# Draft National Unit Specification



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**Unit title:** Psychology: Research (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to introduce learners to the research process and research methods used in psychology, with a focus on experiment and questionnaire. Learners will develop and demonstrate their knowledge and understanding of the research process and ethics by actively engaging in planning a piece of research. Practical research writing and numerical skills used in psychology are developed.

Learners who complete this Unit will be able to:

- 1 Use research skills to plan a piece of psychological research

This Unit is a mandatory Unit of the Psychology (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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*.

## 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:

- ◆ People and Society<sup>1</sup> (National 4) Course or relevant component Units
- ◆ Biology (National 4) 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 this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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<sup>1</sup> This is a new development. The Course title is being discussed.

## **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*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Use research skills to plan a piece of psychological research by:**
  - 1.1 Selecting an appropriate topic and developing a hypothesis
  - 1.2 Justifying the choice of either experiment or questionnaire and the sampling techniques that will be used to research the topic
  - 1.3 Producing a straightforward but detailed research plan that includes title, hypothesis, introduction, method, ethics, and references
  - 1.4 Using examples of calculations to show how the data collected through this research can be presented and analysed using the most appropriate measures of central tendency and range

### 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.

In this Unit, learners will be required to provide evidence of a plan to research a topic in psychology using an experiment or questionnaire.

Evidence will include the following:

- ◆ a title for the research study that reflects the purpose of the research
- ◆ a hypothesis stating what is predicted
- ◆ an introduction outlining relevant background theory and the purpose of the research, and identifying and discussing operational variables
- ◆ a method justifying choice of questionnaire or experiment, with some evaluative comment on the advantages of one method over the other for the proposed research plan
- ◆ an awareness of British Psychological Society (BPS) guidelines for ethical psychological research, as demonstrated by one example of how one guideline would be upheld if this research was to be carried out
- ◆ references in standard format for two sources used and referred to in the plan
- ◆ a calculation of the most appropriate measure of central tendency and range, for example mean, median, mode, and range, to demonstrate ability to work with data that may be generated through this research (this may be added to the method section of the plan)
- ◆ a graph to represent the data calculation, to demonstrate ability to present information in the form of a graph (this may be added to the method section of the plan)

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

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**

1.2 Writing

## **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



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

**Superclass:** to be advised

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### 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](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.