



**Higher National Qualifications
Internal Assessment Report 2015
Psychology**

The purpose of this report is to provide feedback to centres on verification in Higher National Qualifications in this subject.

Higher National Units

FK8D 34 Psychology A: History and Development of Psychology.
FK8E 34 Psychology B: Explanation and Research of Psychological Topics
FK8F 35 Psychology C: Analysis and Evaluation of Psychological Topics
FK8C 35 Psychology D: The Research Process in Psychology
D4EC 34 Client Psychology and Communication

Unit specifications, instruments of assessment and exemplification materials

Assessors are familiar with requirements of the awards and are carrying out assessment and marking appropriately.

Evidence Requirements

Assessors understood the requirements of the Units.

Administration of assessments

A number of interesting ways of assessing candidates was evident, eg journals, podcasts and poster presentations. Where alternative assessments were used, a team-based approach worked well.

General feedback

A range of assessment methods was seen and it was interesting to discuss the processes of setting up podcasts and posters, including how the candidates responded to those alternative methods. Also seen was the use of academic posters, particularly used formatively.

For the Psychology B Unit it was suggested that assessors accept more psychological theories in psychopathology essays since there was currently a heavy emphasis on biological explanations. It was also suggested that two theories fulfilled the criteria for assessment rather than the three that were demanded in one centre's assessment. This would hopefully reduce the requirement for remediation while still fulfilling the criteria of the Unit.

It was good to see Evidence Requirements consistently applied. Assessment booklets supplied for closed-book assessments, signed and dated by candidates are used in some centres. References are seen in the open-book assessments.

Areas of good practice

A range of assessments had been prior verified in some centres. This was useful and supported the verification process.

Good detailed feedback was given in most cases indicating why an element was unsatisfactory and what would be required in remediation. Overall, a high

standard had been set. Very detailed feedback had been given which would develop appropriate skills for study at university. In some cases it was particularly supportive and constructive showing evidence that students are encouraged to reach their full potential.

Clear feedback was given during internal verification which was acted upon by assessors. Cross-marking ensured that judgements were consistent and met SQA requirements.

In one centre invigilators external to the department are used during closed-book assessments to ensure candidates gain experience that can be used in the Graded Unit exam.

It was good to see the use of technology in assessments, eg use of mobile phones for podcasts.

The use of QELTM checklists for these Units was good practice. This supports equality and diversity in resources and delivery.

Good practice was seen in the use of a verbal remediation checklist. Good written feedback was given to students as a norm in centres.

Specific areas for improvement

There is a minor recommendation regarding ethical considerations being more emphasised in Psychology B research reporting (although ethically carried out).