

Higher National Unit Specification

General information for centres

Unit title: Communication and Behavioural Science

Unit code: D7ME 35

Unit purpose: This Unit is about the analysis of the social and psychological factors which affect communication, and the effect of these factors on behaviour. This Unit aims to make the candidate aware of the social and psychological factors which affect interpersonal behaviour and to enable the candidate to explain the influence of these factors on behaviour.

On completion of the Unit the candidate should be able to:

1. Analyse interpersonal communication in terms of satisfaction of needs
2. Analyse the perception of advertising in relation to motivational factors
3. Explain the influence of social class on communication

Credit value: 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

SCQF (the Scottish Credit and Qualifications Framework) brings Scottish qualifications into a single framework of 12 levels ranging from SQA Access 1 to doctorates. The SCQF includes degrees; HNC/Ds; SQA National Qualifications; and SVQs. Each SQA Unit is allocated a number of SCQF credit points at a specific level. 1 SCQF point = 10 hours of learning. HN candidates are normally expected to input a further number of hours, matched to the credit value of the Unit, of non-contact time or candidate-led effort to consolidate and reinforce learning.

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. It would be beneficial if the candidate had skills in communication as shown by possession of at least one of the following:

- National Unit EE3T 12 (7110055) *Communication (NC)*
- Higher *English and Communication* or its component Units

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills and core skills components.

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.

Higher National Unit specification: General information for centres (cont)

Unit title: Communication and Behavioural Science

Assessment: While the teaching of Outcomes 1 and 2 in this Unit may be combined for the coverage of motivation theory, it is unlikely that a case study may be found which could offer the potential for integrated assessment of these Outcomes. Each Outcome uses structured questions based on case study material. In Outcome 1 this should provide an exemplar of interpersonal behaviour, as the basis for the candidate's analysis, while in Outcome 2 the exemplar material must be an advertisement. It would therefore also be appropriate to assess these Outcomes in the order that they appear within the Unit.

The assessment of Outcome 3 similarly offers little opportunity for integration. The candidate should, however, be given the time necessary to complete what is a substantial piece of work, and one which requires considerable teaching input before it may be attempted. This should be taken into consideration when scheduling the programme for assessment of the Unit.

Higher National Unit specification: statement of standards

Unit title: Communication and Behavioural Science

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for an Outcome is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse interpersonal communication in terms of satisfaction of needs

Knowledge and/or skills

- Identification of individual needs
- Relationship between needs and behaviour
- Maslow's hierarchy of needs
- Motivational theories
- Fundamentals of transactional analysis
- Application of theory to practical situations

Evidence requirements

Evidence for the knowledge and skills in this Outcome will be provided on a sample basis. Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

analyse interpersonal communication in terms of satisfaction of needs, in the form of structured questions based on case study material. In answering the structured questions the candidate should demonstrate that he/she can:

- identify needs satisfied through interpersonal communication, in terms of recognised categories of needs
- explain how the satisfaction of needs influences behaviour in a particular interpersonal interaction
- analyse a particular interpersonal interaction in terms of transactional analysis theory
- illustrate theories by reference to exemplar material

As it is important that the candidate should understand and be able to apply the recognised categories of needs, but not essential that they should demonstrate this ability with each category, it is appropriate for knowledge to be sampled in this area. The case study and questions may therefore be structured in such a way as to allow a sampling of particular categories of needs, without covering all categories. The assessment should be conducted in closed-book conditions. The range for the completed assessment should be 600 – 800 words.

Higher National Unit specification: statement of standards (cont)

Unit title: Communication and Behavioural Science

Assessment guidelines

The assessment for this Outcome utilises a video case study as the source for the candidate's analysis. Structured questions should then be used to direct the candidate's responses to ensure coverage of specified knowledge areas.

It is important that this is the first assessment carried out within the Unit, as this Outcome covers key concepts important to the teaching and assessment of subsequent Outcomes.

Outcome 2

Analyse the perception of advertising in relation to motivational factors

Knowledge and/or skills

- Relationship of motivational theories to advertising
- Methods of classifying consumers
- Perception in relation to psychological factors
- Perception in relation to social factors
- Identification of motivational cues and their effects on behaviour
- Current ethical considerations in advertising with regard to use of motivational factors

Evidence requirements

Evidence for the knowledge and skills in this Unit will be provided on a sample basis. Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

analyse the perception of advertising in relation to motivational factors, in the form of structured questions based on case study material. In answering the structured questions the candidate should demonstrate that he/she can:

- identify motivational cues in relation to a given advertisement
- explain the use of motivational factors in a given advertisement in terms of a relevant theory of motivation
- explain different possible perceptions of a given advertisement in relation to psychological and social factors
- explain current ethical consideration relating to the use of motivational factors in advertising

It is only appropriate that the candidate explain the use of motivational factors in the advertisement in relation to a single motivational theory, and therefore knowledge may be sampled in this area. The range for the completed assessment should be 600 – 800 words.

Assessment should be conducted in closed-book conditions.

Higher National Unit specification: statement of standards (cont)

Unit title: Communication and Behavioural Science

Assessment guidelines

The case study material should be presented in the form of a single advertisement. Structured questions should then be used to direct the candidate's responses, to ensure coverage of specified knowledge areas. The case study material selected should contain sufficient range of cues to allow for detailed analysis. Both visual and textual cues are preferable, and therefore a print ad would be the most suitable case study material.

Outcome 3

Explain the influence of social class on communication

Knowledge and/or skills

- Theoretical perspectives on social class — Marx and Weber
- Relationship between theoretical perspectives on social class and communication
- Current categories of social stratification
- Identification of social class indicators, eg accent, language use, dress codes, occupation
- Effects of social class indicators on communication within and between groups
- Research evidence which supports link between social class indicators and communication within and between groups
- Relationship between sociological perspectives on class and the interpretation of media messages
- Relationship between language codes and media codes

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

explain the influence of social class on communication in the form of an extended response.

In the extended response the candidate should demonstrate that he/she can:

- explain the ways in which social class can be determined in terms of accepted sociological perspectives and current practice
- explain the effect of social class on communication in terms of accepted sociological perspectives
- explain the ways in which accent can affect communication in terms of research evidence
- explain the ways in which language use can affect communication in terms of research evidence
- explain the effects of social class on the interpretations of a media message
- use illustrative/case study material to support theoretical perspectives and/or research findings

Higher National Unit specification: statement of standards (cont)

Unit title: Communication and Behavioural Science

The extended response should be between 1500 – 1800 words. Reference should be made to a minimum of three case study examples.

This assessment should be conducted in open-book conditions.

Assessment guidelines

The candidate should be required to draw on exemplar material provided in the teaching of the course as illustration of concepts.

Administrative Information

Unit code: D7ME 35

Unit title: Communication and Behavioural Science

Superclass category: KA

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Higher National Unit specification: support notes

Unit title: Communication and Behavioural Science

This part of the Unit specification is offered as guidance. The support notes 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

In the study of the relationship between theories of motivation and behaviour, and communication both psychological and social factors are important. At the beginning of the Unit an understanding of motivational theories forms the foundation for both Outcome 1 and 2. In turn, cognitive theory, which is first touched upon in Outcome 1, is developed in Outcome 2. In Outcome 3 the candidate's theoretical knowledge is broadened with the addition of the sociological perspective on class. These then provide a foundation to explain the relationship between social class and communication.

This relationship between the knowledge components must be reflected in the approaches to teaching and assessment. The use and selection of exemplar material, which plays an important role in placing theoretical concepts into context, is also an important aspect of this Unit, and thought must be given to drawing material from contexts which are appropriate to the candidate group.

In the case of Outcome 1 the candidate should be made aware of the full range of human needs, and the ways in which we satisfy social and psychological needs through interpersonal interaction, with particular reference to Maslow's Hierarchy of Needs. Assessors should also offer an overview of motivational theories, but may wish to concentrate on a particular theory, such as social drive, before moving on to transactional analysis. An understanding of the basics of transactional analysis will allow the candidate to fully analyse human behaviour in relation to the satisfaction of needs.

Much of the theoretical background for Outcome 2 will have been covered in Outcome 1. Therefore, this Outcome should concentrate on the theories which are most relevant to advertising practice. The motivational stages of Maslow's Hierarchy of Needs should be related to advertising's classification of consumers based on lifestyle. The consideration of methods of classification of consumers should also include the psychological classification of motives and social grades. McClelland's Theory of Motivation can be used to explain how, in psychological terms, emotional cues/triggers used in advertisements can affect behaviour, and the importance of social motives in an individual's perception of an advert. The ethical question surrounding the use of the motivational cues in advertising should also be fully explored. Material should be drawn from examples of current advertising campaigns, in particular those which have generated controversy.

Higher National Unit specification: support notes (cont)

Unit title: Communication and Behavioural Science

In Outcome 3 the candidate will need some theoretical background concerning social class, in order to fully understand the nature of class and its possible effects on communication. This may include a brief consideration of Marxist and Weberian perspectives on the nature of social class and how it affects communication both within and between groups. Current categories of social stratification, and the means by which people ascribe social class, should be discussed. The link between accent and social class should be considered by examining research findings which relate to status and prestige, and alteration of accent. Language use and social class should be examined with specific reference to Bernstein's restricted and elaborated codes of language. In this Outcome exemplar material may be drawn from a range of areas, but current advertising would again seem to be one of the best potential sources. Television and the press are other possible options.

Guidance on the delivery and assessment of this Unit

Given the theoretical and subject specific nature of this Unit there is not much scope for integration of delivery or assessment with other Units within the framework. However, an integrated approach to the Unit's delivery is desirable. This is particularly the case with Outcomes 1 and 2, where certain basic theoretical concepts underpin both Outcomes, and here the delivery should focus on this element of integration. In general, throughout the delivery of the Unit, efforts should be made to draw links between the different theoretical strands, and in particular this can be done by the selection of exemplar material which combines theoretical approaches.

In choosing exemplar material for both delivery and formative assessment of the Unit it is important to attempt to find case studies or source materials which assist the candidate in relating the theoretical ideas to his/her own environment. Thus the use of press and television material covering, for example, work, relationships and live interviews would be appropriate. The use of television drama would not be an appropriate source of case study material. In general the media should provide an important source for exemplar material in this Unit, both through instances of advertising materials and, as already cited, in general media examples of behaviour and motivation.

The assessment of this Unit does not, however, offer much opportunity for integration, and a sequential approach to the assessment of the Outcomes is recommended.

Open learning

While there is potential for an open learning approach to this Unit, particularly given that it draws heavily upon notes and printed materials, there may be some difficulties inherent in this approach. The Unit relies heavily upon exemplar material, which may not easily lend itself to being placed within the context of open learning, either from the point of view of technical or copyright issues. This is also a Unit which relies heavily, in its delivery, on assessor exposition, and therefore any open learning approach would need to build this element into the delivery strategy.

For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 – publication code A1030).

Higher National Unit specification: support notes (cont)

Unit title: Communication and Behavioural Science

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs and Candidates for whom English is an additional language* (SQA, 2000).

General information for candidates

Unit title: Communication and Behavioural Science

The way in which we communicate is an important process, but possibly one that we do not understand as well as we should do. This Unit looks at that process and at the factors, both social and psychological, which affect how the process works, and also how these affect the ways in which we behave in personal interactions.

There are a lot of theories to explain the psychology of human interaction and communication, and in this Unit you will be introduced to the main ideas in these fields. You will look at human needs and drives and the ways in which we satisfy social and psychological needs through human interaction. You will also look at how individuals interact, and the ways in which we can analyse these patterns of interaction.

You will then go on to apply these ideas to examples of interaction, in video case studies and in particular in examples from the media, with a particular focus on advertising. In this way you will come to understand better how modern advertising practice uses our needs in constructing its products. Finally, you will go on to look at ideas of social class and how this too can affect communication, both within and between groups. You will look at the link between accent and social class, how different groups use language, and how these theories can be applied to the products of the media.

The work in this Unit will draw a lot on case study material, particularly video material, and will attempt to draw from situations and contexts with which you may be familiar. In the written work for this Unit you will be expected to try to relate the ideas to relevant examples.

There are three assessments for this unit.

1. You will be asked to answer questions, based on a case study, which may be in the form of video material.
Your completed assessment should be in the range of 600–800 words, and the assessment will be carried out in closed-book conditions.
2. You will be asked to answer questions, based on a case study, which will be in the form of an example of contemporary advertising.
Your completed assessment should be in the range of 600–800 words, and the assessment will be carried out in closed-book conditions.
3. You will be asked to write an essay of approximately 1500–1800 words.

On completion of the Unit you should be able to:

1. Analyse interpersonal communication in terms of satisfaction of needs
2. Analyse the perception of advertising in relation to motivational factors
3. Explain the influence of social class on communication