



Group Award Specification for:

**National Progression Award (NPA) in Psychology at
SCQF level 5**

Group Award Code: GR1L 45

**National Progression Award (NPA) in Psychology at
SCQF level 6**

Group Award Code: GR1M 46

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

The rationale for the National Progression Awards (NPA) in Psychology at SCQF level 5 and SCQF level 6 is to develop positive learning opportunities for learners. The NPAs are suitable for all learners with an interest in developing their knowledge and understanding of human behaviour; either to pursue study and career options related to psychology or to broaden their learning experience and academic learning opportunities.

The NPAs remove barriers to progression, offer an alternative option to National Qualifications and provide short courses that enable access to further and higher education at an appropriate entry level. The NPAs, as discrete short courses comprising of three existing NQ Units, provide a learning and career pathway for school pupils and learners who wish to enter the field of psychology and/or broader social sciences. They provide the opportunity to gain nationally recognised qualifications and meet the needs of those learners who wish to gain formal qualifications for further progression. The NPAs allow learners to gain a range of SQA units that together form a recognised group award without the additional pressure of closed-book examinations.

Learners who are already in employment may also wish to undertake the NPA to enhance their professional development and career opportunities.

Psychology is the scientific study of human behaviour and mental processes. It is a branch of knowledge that focuses on people, either as individuals or in groups. By studying psychology, it is possible to uncover the meanings behind human behaviour which is beneficial for careers such as the police, teaching, human resources, care and many more. A degree in psychology may lead to professions such as psychotherapy, social work, counselling and clinical practice.

As a progression route, NPAs combined with prior experience could help strengthen applications for future study or employment, especially when prior qualifications, knowledge and experience are also taken into consideration.

The NPA in Psychology at SCQF level 5 may allow learners to progress to further study in a range of courses at SCQF level 6, including Social Sciences, Health and Social Care, Youth Work and Early Learning and Childcare and Foundation Apprenticeships.

The NPA in Psychology at SCQF level 6 may allow learners to progress to further study in a range of courses at SCQF level 7/HNC and beyond, including Social Sciences, Health and Social Care, Social Services, Community Learning and Development, and Childhood Practice. In many cases, successful completion of an HNC can allow articulation into year 2 of related degree programmes.

Successful learners may also progress into work-based learning and undertake SVQs, Foundation Apprenticeships and Modern Apprenticeships in Social Services and Healthcare, Social Services (Children and Young People), Youthwork, Healthcare (Clinical) and Playwork.

Employment opportunities and Modern Apprenticeships may be available in the private, public and third sector.

2 Qualifications structure

The National Progression Awards (NPAs) in Psychology will be awarded to learners who achieve 3 mandatory SQA credits, with 18 SCQF credit points.

The group award and units have been developed following the seven principles of curriculum design, ie challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, and relevance.

A mapping of Meta Skills development opportunities is available in section 5.

2.1 Structure

National Progression Award (NPA) in Psychology at SCQF level 5

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Mandatory section: 3 SQA credits					
J2CY	75	Psychology: Research	1	6	5
J2D1	75	Psychology: Individual Behaviour	1	6	5
J2D3	75	Psychology: Social Behaviour	1	6	5

National Progression Award (NPA) in Psychology at SCQF level 6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Mandatory section: 3 SQA credits					
J2D0	76	Psychology: Research	1	6	6
J2D2	76	Psychology: Individual Behaviour	1	6	6
J2D4	76	Psychology: Social Behaviour	1	6	6

3 Aims of the qualifications

The principal aims of the group awards are to:

- ◆ provide structured awards that will develop skills and knowledge across the field of psychology.
- ◆ provide a range of development opportunities in both Core Skills and Meta Skills.
- ◆ provide knowledge and skills that widen access to progression opportunities, such as into further study and/or employment.

3.1 General aims of the qualifications

The other general aims of the National Progression Award in Psychology at SCQF level 5 and level 6 are to:

- ◆ enable progression within the Scottish Credit and Qualifications Framework (SCQF).
- ◆ encourage learners to take ownership of their own learning and development.
- ◆ provide an entry level point for people who wish to pursue a career in social sciences/services related areas.
- ◆ provide an opportunity for people in employment to gain a recognised qualification to enhance career prospects and contribute to personal development.

3.2 Specific aims of the qualifications

The following aims are specific to the qualification at SCQF level 5:

Learners develop:

- ◆ a knowledge and understanding of the contribution of psychology to the modern world
- ◆ a knowledge and understanding of psychological concepts, theories and terminology
- ◆ the ability to use thinking skills when explaining and applying knowledge and understanding of psychology
- ◆ basic investigation skills to select, organise and interpret information
- ◆ an awareness of ethical and scientific standards in psychological research
- ◆ basic communication and numeracy skills in psychology
- ◆ an open minded, critical and evaluative approach to study
- ◆ interpersonal skills and personal and professional behaviour through developing an understanding of explanations for behaviour

The following aims are specific to the qualification at SCQF level 6:

Learners develop:

- ◆ a knowledge and understanding of psychological concepts, theories, and terminology
- ◆ the ability to use thinking skills when analysing, evaluating and applying knowledge and understanding of psychology
- ◆ an understanding of the role of research evidence in explaining human behaviour
- ◆ research skills to select, organise, interpret and evaluate information
- ◆ the ability to plan and carry out psychological research, using appropriate methods and according to ethical and scientific standards
- ◆ communication and numeracy skills used in psychology

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

The NPAs are suitable for all learners with an interest in developing their knowledge and understanding of human behaviour; either to pursue study and career options related to psychology or to broaden their learning experience and academic learning opportunities. Learners will probably have little or no prior experience of studying psychology, but an interest in human behaviour and life experience provides a good foundation to progress to this qualification. Learners will require to work at level 5/6 so prior level 4 communications or english and maths/numeracy-based qualifications are recommended plus a background and interest in social subjects.

It is recommended but not essential that NPA level 6 learners have successfully completed level 5 or have prior experience of studying psychology. However, academic record and life experience should be taken into account.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

NPA in Psychology at SCQF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Report writing.
Numeracy	4	Processing information using numerical calculations, reading information from graphs, drawing graphs.
Information and Communication Technology (ICT)	4	Accessing information from internet.
Problem Solving	4	Interpret data and draw conclusions.
Working with Others	4	Working in pairs or groups to carry out practical tasks/investigations.

NPA in Psychology at SCQF level 6

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Report writing, essay writing, presenting information.
Numeracy	5	Processing information using numerical calculations, reading information from graphs, drawing graphs.
Information and Communication Technology (ICT)	5	Accessing information from internet from reliable sources. Using ICT to process, analyse and present data.
Problem Solving	5	Interpreting data and drawing conclusions, evaluating evidence and process/procedures. Planning effective methodological strategies.
Working with Others	5	Working in pairs or groups to carry out practical tasks/investigations. Collaborating with others to collect data for research purposes.

5 Additional benefits of the qualification in meeting employer needs

These qualifications were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualifications.

In addition, significant opportunities exist for learners to develop the more generic skills required for sustainable employment, known as Meta Skills, through doing this qualification.

5.1 Mapping of qualification aims to units

Aims — NPA level 5	Psychology: Research	Psychology: Individual Behaviour	Psychology: Social Behaviour
A knowledge and understanding of the contribution of psychology to the modern world	X	X	X
A knowledge and understanding of psychological concepts, theories and terminology	X	X	X
The ability to use thinking skills when explaining and applying knowledge and understanding of psychology	X	X	X
Basic investigation skills to select, organise and interpret information	X	X	X
An awareness of ethical and scientific standards in psychological research	X	X	X
An open minded, critical and evaluative approach to study		X	X
Interpersonal skills and personal and professional behaviour through developing an understanding of explanations for behaviour	X	X	X

Aims — NPA level 6	Psychology: Research	Psychology: Individual Behaviour	Psychology: Social Behaviour
A knowledge and understanding of psychological concepts, theories, and terminology	X	X	X
The ability to use thinking skills when analysing, evaluating and applying knowledge and understanding of psychology	X	X	X
An understanding of the role of research evidence in explaining human behavior	X	X	X
Research skills to select, organise, interpret and evaluate information	X	X	X
The ability to plan and carry out psychological research, using appropriate methods and according to ethical and scientific standards	X	X	X
Communication and numeracy skills used in psychology	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

There are no National Occupational Standards (NOS) for Social Sciences, however the qualification can contribute to underpinning knowledge required in NOS for a range of employment sectors including health care and social services.

5.3 Mapping of Meta Skills development opportunities across the qualifications

There are opportunities to develop the following Meta Skills depending on the learning and teaching approaches:

Meta skill	Psychology: Research	Psychology: Individual Behaviour	Psychology: Social Behaviour
Self-Management — Focussing	Processing information	Processing information	Processing information
Self-Management — Integrity	Ethics, objectivity, consistency of approach	Ethics, objectivity, consistency of approach	Ethics, objectivity, consistency of approach
Self-Management — Adapting	Expanding knowledge, critical reflection, responsive to context or unexpected outcomes	Expanding knowledge, critical reflection, responsive to context or unexpected outcomes	Expanding knowledge, critical reflection, responsive to context or unexpected outcomes
Self-Management — Initiative	Social inquiry, responsibility	Social inquiry, responsibility	Social inquiry, responsibility
Social Intelligence — Communicating	Receiving and relaying information	Receiving and relaying information	Receiving and relaying information
Social Intelligence — Feeling	Objectivity, ethics, professionalism, confidentiality	Objectivity, ethics, professionalism, confidentiality	Objectivity, ethics, professionalism, confidentiality
Social Intelligence — Collaborating	Working with participants and peers to gather and analyse data and present findings	Working with participants and peers to gather and analyse data and present findings	Working with participants and peers to gather and analyse data and present findings
Social Intelligence — Leading	Effective planning and motivating others	Effective planning and motivating others	Effective planning and motivating others
Innovation — Curiosity	Questioning people and society	Questioning people and society	Questioning people and society
Innovation — Creativity	Finding ways to answer questions or test hypotheses about human behaviour	Finding ways to answer questions or test hypotheses about human behaviour	Finding ways to answer questions or test hypotheses about human behaviour
Innovation — Sense Making	Analysing data to establish themes and patterns	Analysing data to establish themes and patterns	Analysing data to establish themes and patterns
Innovation — Critical Thinking	Drawing logical conclusions from data	Drawing logical conclusions from data	Drawing logical conclusions from data

Core Skills: Developing skills for learning, skills for life and skills for work

SQA does not formally assess skills for learning, skills for life and skills for work, however, learners should be aware of the skills they are developing, and teachers and lecturers can provide advice on opportunities to practise and improve them.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Learners are expected to develop broad generic skills as an integral part of their learning experience. This course specification lists the skills for learning, skills for life and skills for work that learners should develop through this course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the course.

Literacy	Writing	Learners develop communication skills throughout the course and writing has been identified as an important communication skill to be developed within psychology. Teachers and lecturers should provide learners with opportunities to develop writing skills in the course.	For example, learners may develop a blog or use a wiki, or contribute to a discussion forum to analyse a video clip of human behaviour for the social behaviour area of study. For the individual behaviour area of study, learners may develop their ability to select important information and write this in a concise way to compile an academic poster, or use electronic media to present information.
Numeracy	Information handling	Learners develop numeracy skills throughout the course.	For example when they calculate, explain and analyse measures of central tendency and dispersion, create tables, graphs and charts of numerical information, and explain and analyse information from graphs and charts.

Health and wellbeing	Personal learning	As learners reflect on their own learning, and through their discussions with others, their health and wellbeing is enhanced.	
Thinking Skills	Applying	Learners develop thinking skills when they are involved in planning research, based on information they have gathered.	
Thinking Skills	Analysing and Evaluating	<p>Learners develop the skill of evaluation as they identify and explain strengths and weaknesses of theories, concepts and studies based on valid criteria.</p> <p>Learners develop the skill of analysis when they compare and contrast theories, concepts and studies, and when they provide implications, applications and conclusions based on their understanding of psychological topics.</p>	

5.4 Mapping of assessment methods

NPA in Psychology at SCQF level 5 — each unit contains one outcome.

Unit	Assessment
J2CY 75 — Psychology: Research	<p data-bbox="734 389 2038 424">Outcome 1</p> <p data-bbox="734 424 2038 491">Appropriate methods of assessment for outcome 1 may include presentations with notes, PowerPoints, posters or answers to a series of questions.</p> <p data-bbox="734 523 2038 558">To achieve outcome 1 learners must provide evidence which shows an understanding of:</p> <ul data-bbox="734 574 2038 798" style="list-style-type: none"> ◆ the stages of the research process ◆ experimental and non-experimental methods of research ◆ ethical guidelines ◆ sampling methods ◆ how to calculate measures of central tendency ◆ applying research methods to a scenario
J2D1 75 — Psychology: Individual Behaviour	<p data-bbox="734 836 2038 903">Appropriate methods of assessment for outcome 1 may include PowerPoints, posters, presentations with notes, short essay responses or the use of blogs.</p> <p data-bbox="734 935 2038 970">To achieve outcome 1 learners must provide evidence which shows an understanding of:</p> <ul data-bbox="734 986 2038 1133" style="list-style-type: none"> ◆ a topic relevant to individual psychology ◆ two features of a topic relevant to individual psychology ◆ two relevant approaches and one theory that contribute to understanding the topic ◆ at least one strength and one weakness of each approach

NPA in Psychology at SCQF level 5 (cont)

Unit	Assessment
J2D3 75 — Psychology: Social Behaviour	<p data-bbox="734 312 2047 344">Outcome 1</p> <p data-bbox="734 344 2047 416">Appropriate methods of assessment for outcome 1 may include PowerPoints, posters, presentations with notes, short essay responses or the use of blogs.</p> <p data-bbox="734 448 2047 480">To achieve outcome 1 learners must provide evidence which shows an understanding of:</p> <ul data-bbox="734 504 2047 679" style="list-style-type: none"> ◆ a topic relevant to social psychology ◆ real life examples of social psychology ◆ main features of behaviour associated with the topic ◆ one relevant piece of psychology research evidence for the topic including the main features and results

NPA in Psychology at SCQF level 6 — each unit contains one outcome.

Unit	Assessment
J2D0 76 — Psychology: Research	<p data-bbox="734 309 2047 347">Outcome 1</p> <p data-bbox="734 347 2047 491">Appropriate methods of assessment for outcome 1 may include creating a blog or wiki, creating an information booklet or leaflet, creating an annotated poster or series of annotated posters, producing a written report or giving an oral presentation using notes or an IT presentation using supportive notes.</p> <p data-bbox="734 529 2047 568">To achieve outcome 1 learners must provide evidence which shows an understanding of:</p> <ul data-bbox="734 580 2047 842" style="list-style-type: none"> ◆ each stage of the research process ◆ at least one experimental and non-experimental method of research ◆ ethical issues ◆ current BPS ethical guidelines for psychological research ◆ sampling methods ◆ calculations of mean, median and mode from a set of data ◆ how to apply knowledge to a scenario
J2D2 76 — Psychology: Individual Behaviour	<p data-bbox="734 874 2047 1018">Appropriate methods of assessment for outcome 1 may include creating a blog or wiki, creating an information booklet or leaflet, creating an annotated poster or series of annotated posters, producing a written report or giving an oral presentation using notes or an IT presentation using supportive notes.</p> <p data-bbox="734 1056 2047 1094">To achieve outcome 1 learners must provide evidence which shows an understanding of:</p> <ul data-bbox="734 1107 2047 1331" style="list-style-type: none"> ◆ a topic relevant to individual behaviour ◆ two psychological approaches and one theory relevant to the chosen individual behaviour ◆ the relationship between approaches, theory and explanations in terms of individual behaviour ◆ evaluations of strengths and weaknesses of the approaches and theories of individual behaviour ◆ the application of psychological knowledge using classic and contemporary studies

NPA in Psychology at SCQF level 6 (cont)

Unit	Assessment
J2D4 76 — Psychology: Social Behaviour	<p data-bbox="734 312 896 344">Outcome 1</p> <p data-bbox="734 344 2018 491">Appropriate methods of assessment for outcome 1 may include creating a blog or wiki, creating an information booklet or leaflet, creating an annotated poster or series of annotated posters, producing a written report or giving an oral presentation using notes or an IT presentation using supportive notes.</p> <p data-bbox="734 528 1890 560">To achieve outcome 1 learners must provide evidence which shows an understanding of:</p> <ul data-bbox="734 584 1868 802" style="list-style-type: none"> ◆ a topic relevant to social behaviour ◆ concepts and/or theories relating to social behaviour ◆ how to explain psychological research relating to social behaviour ◆ the application of psychological knowledge using classic and contemporary studies ◆ evaluations of strengths and weaknesses of a relevant research study ◆ everyday social behaviour linked to research evidence

6 Guidance on approaches to delivery and assessment

The delivery of the National Progression Awards is at the discretion of the centre but should support all learners to successfully meet all unit outcomes.

The flexibility of these awards lends itself to a variety of delivery approaches. It is suggested, however, that when considering delivery and award structure, centres should take account of the individual learner, their support needs and their prior learning.

The NPAs could be delivered in schools, colleges and/or to school/college partnership learners or in workplaces by qualified assessors. They may be delivered on a part-time basis, or as part of a full-time programme of study.

6.1 Sequencing/integration of units

There are a number of ways in which this award could be delivered and the sequence of delivery will depend on a number of factors including duration of the programme of study. *Psychology: Research* could usefully be delivered first to offer insight into the ways in which psychological research is conducted followed by either *Psychology: Individual* or *Social Behaviour*.

The main approaches to learning in this course should be research based and learner centred.

A holistic approach should be considered when delivering the NPA and it could be considered good practice to integrate units where appropriate. This could involve, for example, integrating studying psychological research methods in examining the methodologies used by prior researchers in studies covered by *Psychology: Individual* or *Social Behaviour*.

Further details about assessment can be found in the unit specifications and the Assessment Support Packs (ASPs). These documents detail all mandatory evidence requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event. This will assist with standardisation both in and across centres.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

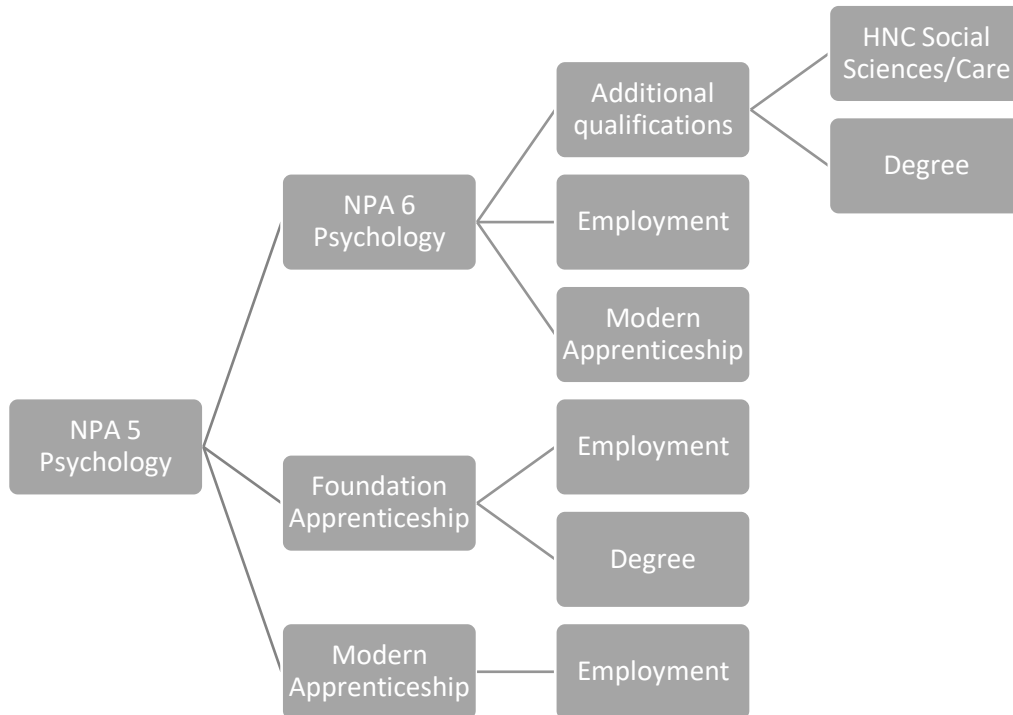
In relation to NPA 5 and 6 Psychology, prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

6.2.1 Articulation and/or progression

Although the NPA qualifications are not designed to articulate directly with a particular qualification, they do offer progression routes to a variety of existing SQA programmes or other opportunities as exemplified here:



6.3 Opportunities for e-assessment

Although the content of the group awards are not specifically designed as online or e-programmes there is scope for a blended learning approach embracing traditional methods with e-learning and e-assessment.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

Unit specifications for each unit are available through the SQA website. Centres can contact their SQA Centre Co-ordinator for access to Assessment Support Packs (ASPs) for all related units:

NPA level 5

- J2CY 75 Psychology: Research
- J2D1 75 Psychology: Individual Behaviour
- J2D3 75 Psychology: Social Behaviour

NPA level 6

- J2D0 76 Psychology: Research
- J2D2 76 Psychology: Individual Behaviour
- J2D4 76 Psychology: Social Behaviour

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

National Progression Award (NPA) in Psychology at SCQF level 5

The NPA in Psychology at SCQF level 5 has been designed to provide a qualification which will equip you with a range of skills and knowledge in key areas of psychology. These skills will be beneficial for progression to further qualifications and/or employment.

The National Progression Award will provide you with:

Units of Study

The units of study are designed in order to ensure that you gain knowledge, understanding and skills in the following areas:

- ◆ Ethics
- ◆ How individuals behave
- ◆ Influences on behaviour

The following is a summary of the unit content for the mandatory units of this group award:

Psychology: Research

This unit at SCQF level 5 seeks to develop an understanding of the research process, research methods and ethics used in psychology in the context of planning and carrying out psychological research.

Psychology: Individual Behaviour

This unit at SCQF level 5 is designed to develop the knowledge and understanding of how psychological approaches and theories can be used to explain individual behaviour. It also provides an opportunity for developing the ability to evaluate the different approaches and theories investigated.

Psychology: Social Behaviour

The purpose of the unit at SCQF level 5 is designed to explain how interaction with others shape social behaviour in the context of investigating social psychological topics.

National Progression Award (NPA) in Psychology at SCQF level 6

The NPA in Psychology at SCQF level 6 has been designed to provide a qualification which will equip you with a range of skills and knowledge in key areas of psychology. These skills will be beneficial for progression to further qualifications and/or employment.

The National Progression Award will provide you with:

Units of Study

The units of Study are designed in order to ensure that you gain knowledge, understanding and skills in the following areas:

- ◆ Ethics
- ◆ How individuals behave
- ◆ Influences on behaviour

The following is a summary of the unit content for the mandatory units of this group award:

Psychology: Research

This unit at SCQF level 6 seeks to develop an understanding of the research process, research methods and ethics used in psychology in the context of conducting and evaluating psychological research.

Psychology: Individual Behaviour

This unit at SCQF level 6 is designed to develop the knowledge and understanding of how to analyse psychological approaches and theories when explaining individual behaviour. It also provides an opportunity for developing the ability to evaluate approaches and theories and apply psychological knowledge to individual behaviour.

Psychology: Social Behaviour

The unit at SCQF level 6 is designed to enable learners to analyse how interactions with others shape social behaviour in the context of investigating psychological explanations for social behaviour.

Progression pathways

The NPAs at SCQF level 5 and level 6 are suitable if you are at school or college, have just left school or are an adult learner or returner. They may be delivered through a part-time or part of a full-time programme.

They would also be suitable for people who are in employment and who wish to continue their own professional learning and development by gaining a recognised qualification in Psychology.

The NPA in Psychology at SCQF level 5 is a recognised qualification and will give you a platform which may allow progression into further education. This could involve progression to NPA in Psychology at SCQF level 6 or NC Social Sciences, NC Early Education and Childcare or NC Health and Social Care at SCQF level 6 or an equivalent level 6 programme of study.

The NPA in Psychology at SCQF level 6 is a recognised qualification and will give you a platform which may allow progression into further education. This could help support your application to progress onto HNC Social Sciences, HNC Care and Administrative Practice or HNC Social Services.

This group award will help prepare you for employment by providing transferrable skills required for success in the workplace and can support entry to a range of Modern Apprenticeship or Foundation Apprenticeship opportunities.

