Pearson
BTEC Level 3 National
Extended Certificate in
Applied Psychology

Specification

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Specification

First teaching September 2018

Issue 5

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an Apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Nationals in Applied Psychology will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 3 National Extended Certificate in Applied Psychology specification Issue 5 changes

Summary of changes made between the previous issue and this current issue	Page number
Unit 1: Psychological Approaches and Applications **A2** group added to intra group dynamics. **B2** social learning removed, bullet point now reads 'Use of reinforcement and association in marketing'. Social is now a full bullet and not associated with social learning. **B3** learning removed from social learning, bullet now reads social.	Pages 19-21
Unit 3: Health Psychology **B1** examples of short- and long-term links to stress and physical ill health added. **C2** elaboration added to mindfulness – paying full attention to thoughts, feelings and emotions; being in the present; supports management and regulation of thoughts, feelings and emotions, decreases stress and anxiety. Removed repeated bullet point – relaxation and breathing techniques to include biofeedback. New bullet added – physiological treatments – nicotine substitutes (patches, gum, tablets, inhalers, sprays); detoxification and withdrawal from alcohol; over the counter remedies for stress (valerian, chamomile and lavender). **C3** Removal of the following under Reasons for non-adherence: irrational thoughts about health and change; lack of social proof. Removal of the following under Methods used to improve adherence: anxiety and depression; positive relationships; autonomy; improved outlook on life Addition of examples of support for behavioural change.	Pages 40 and 42

Summary of Pearson BTEC Level 3 National Extended Certificate in Applied Psychology specification Issue 4 changes

Summary of changes made between Issue 3 and Issue 4	Page number
The last paragraph of the *Qualification and unit content* section has been amended to allow centres delivering the qualification above to alter the content to reflect the context of the country where it is being delivered.	Page 5
Unit 1: Psychological Approaches and Applications All references to key studies have been removed from *Assessment outcomes* and *Essential content.*	Pages 18-21
Essential Content *Learning aim A Key psychological approaches*, their assumptions and concepts has been merged with elements taken from previous *Learning aim B Key concepts.*	Page 19
Learning aim C Application of psychological approaches has become Learning aim B.	Page 20
Learning aim A and B content has been updated and expanded for clarity of the teaching standard.	
Unit 3: Health Psychology All references to study's, authors and published papers have been removed from *Assessment outcomes* and *Essential content.*	Page 38-42
Essential content **A2** New section added, *Psychological approaches to health, wellbeing and illness*	Page 39
A3 Transtheoretical model – precontemplation, contemplation, preparation, action, maintenance added	
B3 title change from *Behavioural Addiction* to *Non-substance-related addiction*	
C2 and **C3** content has been updated and expanded on to provide additional teaching content suitable for the management of stress and addiction.	Page 41 Page 42

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introduction to BTEC National qualifications for the applied psychology sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Applied Psychology. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of applied psychology qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the applied psychology sector, these qualifications are:

Pearson BTEC Level 3 National Certificate Applied Psychology (603/3057/0)

Pearson BTEC Level 3 National Extended Certificate in Applied Psychology (603/3058/2).

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with these qualifications is given in *Section 10*.

The information in this specification is correct at the time of publication.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Certificate in Applied Psychology	180 GLH (235 TQT) Equivalent in size to 0.5 of an A Level. Two units, both mandatory, of which one is external. Mandatory content (100%). External assessment (50%).	An introduction to the applied psychology sector through applied learning. Supports progression to higher education. Part of a programme of study that includes other vocational or general qualifications.
Pearson BTEC Level 3 National Extended Certificate in Applied Psychology	360 GLH (475 TQT) Equivalent in size to one A Level. Four units of which three are mandatory and two are external. Mandatory content (83%). External assessment (58%).	A broad basis of study for the applied psychology sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Applied Psychology is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

Key

	Unit assessed externally	**M**	**Mandatory units**	**O**	**Optional units**	

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)
1 Psychological Approaches and Applications	**90**	**M**	**M**
2 Conducting Psychological Research	**90**	**M**	**M**
3 Health Psychology	**120**		**M**
4 Criminal and Forensic Psychology	**60**		**O**
5 Promoting Children's Psychological Development	**60**		**O**
6 Introduction to Psychopathology	**60**		**O**
7 Applied Sport Psychology	**60**		**O**

Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the applied psychology suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units that contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally- or externally-assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D*. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

1 Qualification purpose

Pearson BTEC Level 3 National Extended Certificate in Applied Psychology

In this section, you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Applied Psychology, which is 360 GLH, is intended to be an Applied General qualification for post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the applied psychology sector. The qualification is equivalent in size to one A Level and it has been designed as one third of a typical study programme, normally alongside A Levels or other applied general qualifications at Level 3.

No prior study of the sector is needed but you should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications, including a GCSE in science.

What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. The qualification provides the knowledge, understanding and skills that will prepare you for further study or training. Everyone taking this qualification will study three mandatory units, covering the following content areas:

- applications of psychological approaches
- conducting psychological research
- health psychology.

The mandatory content allows you to concentrate on the development of your knowledge and understanding of psychology, as well as the application of skills that are important in psychology, over an extended period.

You will choose one optional unit, which has been designed to support progression to more specialist applied psychology courses in higher education and to link with relevant occupational areas, such as:

- criminal and forensic psychology
- principles of children's psychological development
- psychopathology and treatment
- applied sport psychology.
- This will allow you to choose a specific specialist area in which you wish to develop your knowledge and skills.

What could this qualification lead to?

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant applied psychology courses.

When combined with other qualifications within a two-year study programme, such as AS/A Levels or a BTEC National Foundation Diploma or Diploma in a complementary sector, you can progress to higher education to qualifications such as a:

- a BSc (Hons) in Occupational Health if taken alongside, for example, a Pearson BTEC Level 3 National Diploma in Health and Social Care
- a BSc in Education and Child Psychology if taken alongside, for example, a Pearson BTEC Level 3 Extended Certificate in Health and Social Care and an A Level in Biology
- a BSc (Hons) in Sport Psychology if taken alongside, for example, a Pearson BTEC Level 3 National Diploma in Sport and Exercise Science

- a BSc in Forensic and Criminal Psychology if taken alongside, for example, a Pearson BTEC Level 3 National Diploma in Forensic and Criminal Investigation.

You should always check the entry requirements for degree programmes at specific higher education providers.

How does the qualification provide employability skills?

In the BTEC National units, there are opportunities during the teaching and learning phase to give learners practise in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- **interpersonal skills:** communicating, working collaboratively, negotiating and influencing
- **intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development, self-presentation.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in a degree.

2 Structure

Qualification structure

Pearson BTEC Level 3 National Extended Certificate in Applied Psychology

Mandatory units

There are three mandatory units, one internal and two external. Learners must complete and achieve at Near Pass grade or above all mandatory external units. Learners must complete and achieve a Pass or above in all mandatory internal units

Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Extended Certificate in Applied Psychology				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
	Mandatory units – learners complete and achieve all units			
1	Psychological Approaches and Applications	**90**	**Mandatory**	External
2	Conducting Psychological Research	**90**	**Mandatory and Synoptic**	Internal
3	Health Psychology	**120**	**Mandatory**	External
	Optional units – learners complete one unit			
4	Criminal and Forensic Psychology	**60**	**Optional**	Internal
5	Promoting Children's Psychological Development	**60**	**Optional**	Internal
6	Introduction to Psychopathology	**60**	**Optional**	Internal
7	Applied Sport Psychology	**60**	**Optional**	Internal

External assessment

This is a summary of the type and availability of external assessment, which is of units making up 58 per cent of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: Psychological Approaches and Applications	• Written examination of 1.5 hours, set and marked by Pearson. • Examination date stipulated by Pearson. • Written submission. • 72 marks.	**Jan and May/June** **First assessment May/June 2019**
Unit 3: Health Psychology	• Written examination of 2 hours, set and marked by Pearson. • Assessment date stipulated by Pearson. • Written submission. • 70 marks.	**Jan and May/June** **First assessment May/June 2019**

Synoptic assessment

The mandatory synoptic assessment requires learners to select and apply learning from across the qualification to the completion of a defined vocational task. In *Unit 2: Conducting Psychological Research*, learners complete their own psychological investigations using standard sector research methodology and examine the application of their findings and the implication for professional practice and provision. Learners complete the task, building on knowledge and understanding from their studies of the sector, and selecting and applying both transferable and specialist knowledge and skills from *Unit 1: Psychological Approaches and Applications*, knowledge of psychological concepts and research and the application of psychological research, to explain contemporary issues of relevance to society.

In assessing the unit, assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers.
See *Section 4* for more information.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in *Section 2* for full details.
GLH	Units may have a GLH value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in *Appendix 2*.
Summary of unit	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.
	A full glossary of terms used is given in *Appendix 2*. All assessors need to understand our expectations of the terms used.
	Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.
Further information for teachers and assessors	The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10*.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.
Links to other units	This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in *Section 2* for full details.
GLH	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you analyse requirements and prepare learners for assessment.
Resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10*.
Links to other units	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Index of units

This section contains all the units developed for this qualification. Please see *page 4* to check which units are available in all qualifications in the applied psychology sector.

Unit 1: Psychological Approaches and Applications

Level: **3**

Unit type: **External**

Guided learning hours: **90**

Unit in brief

Learners will explore four key approaches in psychology – social, cognitive, learning and biological – and apply these approaches to issues relevant to contemporary society.

Unit introduction

Psychology is the scientific study of minds and behaviour. As such, it is a part of our everyday lives. An understanding of human behaviour is fundamental to many jobs in society and the study of psychology at degree level and beyond remains a very popular choice.

In this unit, you will be introduced to some basic ideas from different approaches in psychology. You will develop an understanding of how psychological approaches research and concepts can explain gender, aggression and consumer behaviour. Social psychology explains how human behaviour occurs in a social context and how people, society and culture can affect behaviour. Cognitive psychology focuses on human information processing and how it can influence, and be influenced by, perception and memory. The behavioural and social learning approach in psychology explains how behaviour is learned from the world around us – through association, the consequent rewards and punishments or through the imitation of role models. The biological approach to psychology considers how internal biological processes, such as genetic inheritance, brain structure and chemistry, can affect human behaviour and how these processes can be explained by evolution. In this unit, you will investigate the various ways in which psychologists explain human interactions and you will gain a clear insight into how and why some behaviour occurs.

This unit gives you the knowledge, understanding and skills relevant to higher education courses such as a BSc in Psychology. The unit is also useful to help you to progress to a range of vocational sectors where knowledge of psychology is helpful, including law enforcement, business and marketing, education and health care.

Summary of assessment

This unit is assessed by an examination set and marked by Pearson.

The examination will last for 1 hour and 30 minutes. The number of marks for the paper is 72.

The paper will consist of a variety of question types, including: extended open-response questions relating to psychological approaches to understanding and explaining human behaviour; scenario-based questions relating to vocational contexts.

The assessment availability is January and May/June each year.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate psychological knowledge, be able to recall key assumptions, concepts

Command words: describe, give, give a reason why, identify, name, state

Marks: ranges from 1 to 4 marks

AO2 Demonstrate understanding by explaining the link between psychological assumptions and concepts to behaviour in society

Command words: describe explain, interpret, justify

Marks: ranges from 1 to 4 marks

AO3 Apply and evaluate psychological assumptions and concepts to explain contemporary issues of relevance to society

Command words: analyse, assess, compare, discuss, evaluate, explain

Marks: ranges from 1 to 9 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Key psychological approaches, their assumptions and concepts

A1 Approaches and assumptions

Learners must be able to understand and apply knowledge of key assumptions and key concepts as used to explain aspects of human behaviour.

A1 Cognitive approach

- Key assumptions:
  - behaviour is a product of information processing
  - the brain can be compared to a computer (computer analogy) – input, processing and output.
- Key concepts:
  - characteristics of sensory, short term, and long-term memory (encoding, capacity, duration)
  - remembering (recognition, recall and the importance of cues)
  - reconstructive memory, including the role of schema (shortening, rationalisation and confabulation)
  - cognitive priming, including the role of cognitive scripts and different types of priming (repetition, semantic and associative)
  - the role of cognitive scripts (memory scripts, person perception)
  - cognitive biases, including fundamental attribution error, confirmation bias and hostile attribution bias.

A2 Social approach

Learners must be able to understand and apply knowledge of key concepts from this approach as used to explain aspects of human behaviour.

- Key assumptions:
  - behaviour occurs in a social context (influenced by people around us)
  - wider culture and society influence people's behaviour.
- Key concepts:
  - conformity (normative social influence and informational social influence)
  - types of conformity, including internalisation, identification, compliance
  - in and out groups – social categorisation (formation and effect of stereotypes, prejudice and discrimination)
  - intra group dynamics including group cohesion, roles, common goals, groupthink and social facilitation
  - influences of others on self-concept (self-esteem, self-image); self-efficacy.

A3 Behaviourist and social learning approaches

- Key assumptions:
  - behaviour is a learned response from environmental stimuli
  - behaviour can be learned from observation and imitation.
- Key concepts:
  - classical conditioning – learning by association, to include the role of the unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus and conditioned response
  - operant conditioning – learning by consequences, to include the role of positive reinforcement, negative reinforcement and punishment, motivation (extrinsic and intrinsic rewards)

  o social learning theory – learning through observation, imitation, modelling and vicarious learning.

A4 Biological approach

- Key assumptions:
  o behaviour is influenced by central nervous system (CNS), genes and neurochemistry
  o behaviour is a product of evolution.
- Key concepts:
  o the influence of biology on behaviour and traits, including introversion and extroversion
  o genetics and inheritance including genes, genotype, phenotype and the SRY gene
  o neuroanatomy, including basic localisation of function, lateralization and plasticity of the brain
  o organisation of the nervous system, including the central nervous system and autonomic nervous system (parasympathetic and sympathetic divisions)
  o neurochemistry, including the role of hormones in the stress response (adrenaline and cortisol), neurotransmitters
  o evolutionary psychology, including the environment of evolutionary adaptation, survival of the fittest, the fight, flight, freeze response, sexual selection and genome lag.

B Application of psychological approaches

Learners must be able to understand and apply knowledge of psychological approaches, assumptions and concepts by applying them to contemporary issues in society. Knowledge will be applied through vocationally related contexts.

B1 Use of psychology to explain contemporary issues of aggression in society

Learners should be able to demonstrate knowledge of different types of aggression.

Learners should understand and apply knowledge of how psychological concepts can be used to explain aggression in society:

- Aggression – behaviours that result in psychological or physical harm to self, others or objects in the environment; hostile, instrumental, violent aggression and verbal/non-physical aggression.
- Cognitive priming for aggression, hostile attribution bias; cognitive scripts and schemas.
- Influences of others, including conformity to social/group norms, stereotypes, role modelling, desensitisation, disinhibition, institutional aggression, influence of the media.
- Operant conditioning.
- Social learning including vicarious learning.
- Biological, including evolution (survival of the fittest), brain structures (Limbic System), biochemistry (testosterone, serotonin, dopamine and cortisol), genetics (MAOA gene and SRY gene).

B2 Use of psychology in business to explain and influence consumer behaviour

Learners should be able to demonstrate knowledge of the means used to influence behaviour.

- Schema and cognitive priming, direct and indirect attribute priming.
- Cognitive biases in information processing – authority bias, confirmation bias and brand loyalty.
- Use of reinforcement and association in marketing:
  o classical conditioning – emotional association with products, repetition to avoid extinction
  o operant conditioning – positive reinforcement (buy one get one free, loyalty points)
  o social learning – the use of celebrity/influencers in advertising.
- Social – the role of others, including conformity to social norms ('Bandwagon Effect', social proof).

- Neuromarketing – use of technology to measure consumer decision-making, scanning techniques to detect brain changes in:
  - o fMRI – measures changes in blood flow that occur with brain activity; reveals level of engagement and emotional responses; used to set pricing and improving branding
  - o facial coding – process of measuring human emotions through facial expressions; reveals emotional responses
  - o eye tracking – measures eye movements, reveals what captures attention, speed of recognition, what grabs attention, what confuses consumers; used to improve adverts and packaging.

B3 Application of psychology to explain gender

Learners should understand key terms associated with gender, including binary, non-binary, gender fluid, androgyny, transgender, masculinity, femininity, gender dysphoria.

Learners should understand and apply knowledge of how psychological approaches and concepts can be used to understand the typical and atypical gender of individuals in society.

- The influence of the following on gender:
  - o definition of the terms 'sex' and 'gender'
  - o cognitive – role of biases (alpha, beta and confirmation bias), influence on gender identity, affects on equality, discrimination and prejudice; schema in gender (gender schema theory)
  - o cognitive priming – sex-role stereotypes, gender roles, gender priming
  - o social – influence of culture, cultural bias towards gender and roles, peer influences (normative and informational), conformity to gender roles
  - o behavioural and social learning including the influence of the media, operant conditioning
  - o biological – role of sex hormones (before and after birth: testosterone, oestrogen and oxytocin), evolutionary explanations for masculinity/femininity, role of chromosomes.

Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will demonstrate mostly accurate knowledge and understanding of psychological approaches, key assumptions and key concepts that are used to explain human behaviour, with some omissions. They will be able to show evidence of application of key assumptions and concepts with an awareness of competing arguments to explain the relevant contemporary issues of aggression, consumer and public influence, and gender.

Level 3 Distinction

Learners will be able to demonstrate accurate and thorough knowledge and understanding of psychological approaches, assumptions and key concepts, and how they are used to explain human behaviour, with a few minor admissions. They will display their ability to apply concepts and research to explain the relevant contemporary issues of issues of aggression, consumer behaviour and public influence, and gender, demonstrating a well-developed and logical discussion, with a thorough awareness of competing arguments, supported by relevant evidence from across the unit.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of a methodical and detailed examination, either by breaking down: • a themed topic or situation in order to interpret/study the relationships between the parts and/or: • information or data to interpret and study key trends or interrelationships.
Assess	Learners give careful consideration of varied factors or events that apply to a specific situation and identify which are the most important or relevant. They make a judgement on the importance of something and come to a conclusion.
Compare (or compare and contrast)	Learners look for the similarities and differences of two (or more) things. Should not require the drawing of a conclusion. Answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.
Describe	Learners give an account of something. Statements in the response need to be developed, as they are often linked, but do not need to include a justification or reason.

Command or term	Definition
Discuss	Learners identify the issue/situation/problem/argument that is being assessed in the question. They explore all the aspects of an issue/situation/problem/ argument. They investigate the issue/situation, etc. by reasoning or argument. A conclusion is not required.
Evaluate	Consider various aspects of a subject's qualities in relation to its context, such as strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgment, supported by evidence, which will often be in the form of a conclusion.
Explain	Learners' explanations require a justification/exemplification of a point. Their answers must contain some element of reasoning/justification to satisfy the definition of 'explain'. The mark scheme must have marking points that are linked. The mark scheme should be clearly laid out so, that to gain full marks, there must be a minimum of 1 mark for some element of reasoning/ justification to satisfy the definition of 'explain'.
Give	Recall from memory a feature, characteristic or use.
Give a reason (why)	When a statement has been made and the requirement is only to give the reason why.
Identify	Select the correct answer from the given stimulus/resource.
Interpret	Recognise a single or multiple trend(s) or pattern(s) within a given stimulus/resource.
Justify	Give reasons/evidence to support a statement given in the question.
Name	Recall from memory the correct object, process, law etc., using the correct terminology.
State	Recall from memory facts, dates, legal implications etc.

Links to other units

This is an underpinning unit for the qualification.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 2: Conducting Psychological Research

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners develop knowledge, understanding and skills in the scientific process and in psychological research methodology through their own psychological research project.

Unit introduction

Human behaviour is unpredictable and diverse, making it particularly difficult to measure. It is, therefore, crucial that the methods used to investigate key questions are appropriate and thorough.

Exploring theories in psychology requires sound, scientific research principles that can involve a range of methods, including experiments, interviews, case studies and observations. Results from these studies can then be analysed using statistical techniques and in-depth qualitative procedures to verify their significance and enable researchers to explain or predict behaviour or phenomena. In this unit, you will learn about the importance of research in psychological inquiry and about the types of research that take place. You will gain an understanding of the research process and the key methods used extensively by researchers to test theories and provide information about the ways in which people think and behave. You learn how to plan a pilot study exploring a current psychological topic, using qualitative and quantitative methods, and taking account of issues, such as ethics, that researchers need to consider when conducting research on human individuals. You will conduct your planned pilot study, selecting and applying knowledge gained in this unit to a chosen area, drawing on key psychological approaches. You will gather and analyse your research findings in order to present them to an audience. Finally, you will reflect on your own learning of the research process as well as drawing on feedback from others and consider implications on practice and provision and your own future professional development.

In completing the key vocational task in this unit, you will need to draw on your learning from across your programme. You will independently select and apply knowledge and skills developed from your study of the mandatory content and your wider learning from across the programme, for example from *Unit 1: Applications of Psychological Approaches*, the nature and assumptions of key psychological approaches, which can be selected and applied in the research you undertake to investigate and analyse aspects of human behaviour. This unit will give you important knowledge and skills that will help to prepare you for a higher-education course such as a BSc in Criminology and Psychology, or combined, joint honour degrees in Psychology, Health and Social Care.

Learning aims

In this unit you will:

A Understand research methods and their importance in psychological inquiry

B Plan research to investigate psychological questions

C Carry out a pilot study to explore current issues in psychology

D Review implications of research into psychological inquiry.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand research methods and their importance in psychological inquiry	**A1** Principles of research **A2** Key terms used in research **A3** Research process	A report discussing the importance of research in informing and improving practice and provision, detailing the way in which research is organised and giving an evaluation of the importance of research in answering specific questions.
B Plan research to investigate psychological questions	**B1** Research methods **B2** Developing research proposals	A report discussing a proposal for a pilot study that takes account of research questions, methods, participants, procedures, time and organisational management.
C Carry out a pilot study to explore current issues in psychology	**C1** Data collection **C2** Data analysis **C3** Presenting findings to an audience.	A pilot study, including: • a report on procedures followed for conducting research and collecting and analysing data • a report that discusses the findings and success of the pilot study, the implications of research on practice and provision, and the impact, through self-reflection and feedback from others, on personal and professional development.
D Review implications of research into psychological inquiry	**D1** Reviewing research process and findings **D2** Implications of research into psychological inquiry	

Content

Learning aim A: Understand research methods and their importance in psychological inquiry

Processes, components and characteristics of psychological research methods.

A1 Principles of research

Purpose and value of research in applied psychology

- Definitions, to include a disciplined exercise to address questions, the process of inductive and deductive reasoning to solve problems, collection and analysis of primary data to describe, explain, generalise and predict a phenomenon.
- Scientific process, to include objective, empirical evidence, based on data rather than theory alone, controlled variables, replicable, cause and effect, testing theories.
- Purpose of research, to include improving outcomes for individuals, informing policy and practice, extending knowledge and understanding, identifying gaps in provision.
- Issues researched in applied psychology, to include:
  o effectiveness or improvement of practice and provision
  o health trends
  o strategies for supporting ill health and mental functioning
  o establishing causes and cures of disease, behaviours, advancement in treatments and medication, technologies.
- Types of research process, to include a pilot study or an experiment, laboratory and field experiments, natural and quasi-experiments, correlational research, desk-based research, primary and secondary research, self-report techniques, e.g. questionnaires, interviews, case studies, content analysis.
- Organisations involved in research, e.g. Office for National Statistics (ONS), British Medical Association (BMA), British Psychological Society (BPS).
- Professional and personal skills required in order to carry out a pilot research study:
  o personal skills, to include possessing an enquiring mind, working autonomously, possessing good time-management and organisational skills, using a non-judgmental approach, discretion, confidentiality
  o professional skills, to include critical and analytical skills, note taking, record making, academic research skills, promoting and maintaining, health and safety, data protection, reading techniques, e.g. skimming, scanning.

A2 Key terms used in research

Meanings and use of research terminology

- Hypotheses, to include directional, non-directional, alternative, null.
- Variables and their operationalisation in research, to include independent, dependent, confounding, extraneous.
- Sources of data and literature, to include primary and secondary sources.
- Reliability and validity, to include internal, external, inter-observer reliability, face, concurrent, ecological, temporal validity.
- Sampling techniques used to select participants, to include stratified, random, opportunity, volunteer, snowballing.
- Other commonly used terms, e.g. design flexibility, grounded theory, narrative inquiry, probability.

A3 Research process

- Key steps to conducting research, to include justification of research, potential impact and audience.
- Research design, to include participants, sample size, sampling methods, procedure, data analysis tools.
- Ethical considerations:
  - use of ethical codes of conduct, e.g. British Psychological Society (BPS), British Medical Association (BMA), own institution's codes of conduct
  - ensuring participants have provided informed consent, to include physical and psychological health and wellbeing, mental capacity, understanding of requirements
  - obtaining permission to conduct research, to include gatekeeper consent, consent from adults, parents or carers of participants who lack mental capacity or participants under 18
  - data protection, to include confidentiality, using research for stated purpose, storage of data, protecting identity of participants and locations when reporting research
  - human and animal rights
  - professional approach towards conducting research, e.g. ensuring participants are fully informed, duty of care to report health and safety concerns.
- Literature reviews, e.g. internet and library searches, journals, media, statistical information.
- Sources of literature, e.g. primary and secondary, evaluating validity and reliability of literature.
- Academic conventions of reporting research to include presentation conventions, referencing and bibliographies.

Learning aim B: Plan research to investigate psychological questions

B1 Research methods

Advantages, disadvantages and appropriateness of methods to meet the aims and purposes of different psychological investigations.

- Qualitative research methods:
  - methods of data collection, to include questionnaires and use of closed and open questions, interviews, surveys, participant and non-participant, observations, time or event sampling
  - advantages and disadvantages of using these methods, e.g. time, reliability, validity, cost
  - issues in qualitative research, to include generalisability in terms of whether research enriches understanding and generates theory, falsification, validity, reliability
  - methods of data analysis, e.g. thematic, narrative, content, grounded, discourse, conversation analysis.
- Quantitative research methods:
  - methods of data collection, including questionnaires laboratory, field, natural, quasi-experiments, controlled observations
  - key features of experimentation, to include dependent and independent variables, hypothesis, casual relationships
  - advantages and disadvantages of using these methods, e.g. time, reliability, validity, cost
  - issues in quantitative research, to include generalisability, e.g. whether findings can be considered representative of a population, statistical probability, validity in terms of measurement, predictive validity, reliability
  - methods of data analysis, e.g. descriptive statistics, nominal, ordinal, interval levels of data, measures of central tendency and dispersion.
- Mixed methods:
  - value of using mixed methodologies for conducting research using questionnaires, interviews and observations, e.g. reliability and validity in helping identify underlying causes and perceptions, beliefs, strength of feeling.

B2 Developing research proposals

- Identifying and developing good research topic and questions or hypothesis, to include: identifying sound empirical focus, accessible evidence, significance to practice or provision, ethical, practical, awareness of political implications, relationship to previous research, awareness of implicit values, engaging, answerable.
- Developing research proposals, including research aim, target population and sample, research questions or hypothesis, methodology, procedure, expected outcomes and impact.
- Rationale and content of data collection methods, to include questionnaires, interviews, observations.
- Rationale for research, to include conducting literature review, identifying primary and secondary sources, e.g. journal articles, print and electronic media, assessing reliability and validity of sources.
- Ethical considerations, to include gaining informed consent, gatekeeper and adult consent, mental capacity, age, ensuring physical safety and psychological wellbeing of participants, confidentiality, data protection and safeguarding participants.
- Management strategies including developing specific, measurable, achievable, reliable, time-bound (SMART) targets.

Learning aim C: Carry out a pilot study to explore current issues in psychology

C1 Data collection

- Developing and refining questions or hypothesis, e.g. through identification of literature.
- Recruitment of participants, to include sample size and features.
- Gaining permission and consents.
- Data collection using qualitative and quantitative methods.
- Data collation, e.g. organisation of numerical data, coding, defining themes and trends, interpreting qualitative and quantitative data.

C2 Data analysis

- Quantitative data analysis techniques:
  - descriptive statistics, to include measures of central tendency, mean, mode, median, range, standard deviation
  - correlations and distributions, to include correlation, correlation coefficient, normal and skewed distributions
- Qualitative data analysis techniques, e.g. thematic and narrative analysis, coding.

C3 Presenting findings to an audience

- Summarising data using different formats, to include tables, graphs, pie charts, bar charts, histograms, scattergrams, other pictorial representations, video, narratives.
- Feedback from others, e.g. opinions on approaches taken, findings, outcomes and possible future developments.

Learning aim D: Review implications of research into psychological inquiry

D1 Reviewing research process and findings

- Review success of research on answering research questions, confirming hypothesis.
- Factors relating to the interpretation, discussion and presentation of research findings and the evaluation of the success and usefulness of the research.
- Issues encountered during the research process, e.g. research design, participants, implementation, findings.
- Review research process in identifying and promoting change, and promoting healthy psychological wellbeing.

D2 Implications of research into psychological inquiry

- Identifying key elements for future research.
- Impact on practice and provision.
- Impact on improving life chances, advancements in technologies, treatments, understanding of phenomenon.
- How research subject can be developed for future research.
- Self-reflection on research process and future personal professional development.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Understand research methods and their importance in psychological inquiry		**A.D1**	Evaluate the importance of conducting research and the research process in psychological inquiry.
A.P1 Explain the principles for conducting psychological research. **A.P2** Explain the research process and key terms used when undertaking psychological inquiry.	**A.M1** Assess the principles and processes involved when undertaking psychological inquiry.		
Learning aim B: Plan research to investigate psychological questions		**B.D2**	Evaluate use of different research methods when planning research proposals in psychological inquiry.
B.P3 Plan for a pilot study using appropriate methods. **B.P4** Explain proposal for own pilot study.	**B.M2** Assess different research methods when planning research proposals in psychological inquiry.		
Learning aim C: Carry out a pilot study to explore current issues in psychology		**CD.D3**	Evaluate findings, and the effectiveness of own research, using appropriate formats, self-reflection and feedback from others, and the implication for future practice, provision and professional development.
C.P5 Perform a pilot study in one area of psychology. **C.P6** Explain findings using appropriate formats.	**C.M3** Analyse findings from conducting own research using appropriate formats.		
Learning aim D: Review implications of research into psychological inquiry			
D.P7 Discuss success of own research using self-reflection and feedback from others. **D.P8** Explain implications of own research on future practice, provision and professional development.	**D.M4** Analyse own research findings using self-reflection and feedback from others for future practice, provision and professional development.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, CD.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional requirements for this unit.

Essential information for assessment decisions

Research areas should include cognitive, social learning and biological approaches.

Learning aim A

Learners report on the importance of research in informing and improving practice and provision.

For distinction standard, learners will produce a report that provides a fully-focused evaluation of the reasons for conducting psychological inquiry and which justifies the personal and professional skills required to conduct research. The report will use a comprehensive range of key terms commonly used in research and demonstrate a sound understanding of the research process. There will be good evidence of learners' critical reflection on the skills they possess and would need to carry out research, they will include a detailed rationale for research required in a given area. The report will be well structured and coherent. Examples provided will be clear and linked in a logical way and evidence of original thought will be present.

For merit standard, learners will produce a report that provides a detailed account of the reasons for conducting psychological inquiry, discusses the personal and professional skills required to conduct research. The report will utilise a wide range of key terms commonly used in research and demonstrate a clear understanding of the typical research process. The account will include learners' reflections on the skills they possess and would need to carry out research, they will consider the different areas of research that can be explored within psychology. The report will be well structured and clear. Examples provided will be clear and linked in a logical way.

For pass standard, learners will produce a report that provides an account of reasons for conducting psychological inquiry, the personal and professional skills required to conduct research, and the typical research process, using some key terms commonly used in research. The report may be mainly descriptive, demonstrating a basic understanding of the subject and personal views may be shown in place of evidence. There may be some examples although they may not be clear or linked in a logical way and occasional misunderstandings may be present.

Learning aim B

Learners plan a pilot study involving a small group of participants in one of the approaches explored in *Unit 1: Psychological Approaches and Applications*. They will use one method for data collection from questionnaires, observation or interviews.

For distinction standard, learners will produce a report that will provide a critical evaluation of the different research methods that can be used, giving detailed, considered discussion that explores the advantages and disadvantages of a broad range of methods.

The evaluation will provide an in-depth exploration of the use of methods in different contexts, including a reasoned justification for use in learners' own pilot projects. Examples will be fully focused and demonstrate a sound understanding of methodologies and their uses. The research proposal will contain detailed and justified information on the participants, procedures, research questions or hypothesis, the methodology to be used, ethical considerations and a timeline for completing the small-scale research project. There will be evidence of accurate consideration of the links between research proposals, literature, methodologies and references. Links made will be highly focused and demonstrate originality of thought and critical thinking. Reports will use appropriate conventions.

For merit standard, learners will produce a report that provides an analysis of the different research methods that can be used, giving clear consideration of the advantages and disadvantages of a range of methods.

The analysis will provide explanation of the methods considered and there may be examples of uses in different contexts and some justification for use in learners' own pilot projects. Examples will be well structured and demonstrate a good understanding of methodologies and their uses. The research proposal will contain information about the participants, procedures, research questions or hypothesis and the methodology to be used, as well as ethical considerations and a timeline for completing the pilot project. There will be generally accurate evidence of links between research proposals, literature, methodologies and references. There will be some use of critical evaluation in discussions.

For pass standard, learners will produce a report that provides a basic outline of the different research methods that can be used and may include some examples of the advantages and disadvantages of using different methods in the research process.

The research proposal will contain information on the participants, procedures, research questions or hypothesis, the methodology to be used, ethical considerations and a timeline for completing the pilot research project. There may be some attempt to link research proposals to literature and methodologies, and references will be provided using academic conventions. However, these may be weak in structure and may contain inconsistencies, examples will not always be appropriate.

Learning aims C and D

Learners carry out a pilot research study selecting an approach explored in *Unit 1: Psychological Approaches and Applications* and report research findings to an audience. Learners will gather feedback and reflect on possible adaptations and future research, as well as on their own personal and professional development.

For distinction standard, learners will produce a report that includes a comprehensive account of the pilot study conducted. The report will include a logical and accurate rationale for research, the research questions, methodologies and procedure. There will be an analytical approach taken to discussing the data analysis tools used and findings will be displayed using a variety of formats. The report will be accurately structured according to academic conventions for presentation.

The report will include a critical evaluation of the success of the pilot study, using feedback from others and self-reflection. Learners will demonstrate an excellent understanding of the impact of research on areas of practice and provision in supporting the development of strategies, treatments and understanding of their chosen area of research. Well-considered examples and originality of thought will demonstrate learners' deep reflection on the impact of research in supporting their own personal and professional development. There will be a logical and well-reasoned discussion on how the pilot study could be adapted for a larger-scale research project.

For merit standard, learners will produce a report that includes detailed information on the pilot study conducted. The report will include a logical rationale for research, the research questions, methodologies and procedure. There will be a well-structured account of the data analysis tools that were adopted and findings will be displayed using at least two different formats. The report will be well structured, taking account of academic conventions and referencing.

The report will include an argument on the success of the research project, using feedback from others and self-reflection. There will be a critical analysis of the impact of research on areas of practice and provision in supporting the development of strategies, treatments and understanding of the chosen area of research. Considered examples and some original thought will be evident in learners' accounts of the impact of research in supporting their own personal and professional development. There will be a discussion on how the pilot study could be adapted for a larger-scale research project.

For pass standard, learners will produce a report that includes information on the pilot study conducted. The report will include basic information on the rationale for research, the research questions, methodologies and procedure. There will be brief details of the data analysis tools that were adopted and findings will be displayed using at least two different formats. There will be an attempt to structure the report along the lines dictated by academic conventions, although there may be some inaccuracies.

The report will include a few reflections on the success of the research project, using feedback from others and self-reflection, and an attempt to structure them appropriately will have been made. There will be identification of the impact of research on areas of practice and provision in supporting the development of strategies, treatments and understanding on their chosen area of research, although examples may not always link well to the research project. The report will include some consideration of the impact of research in supporting learners' personal and professional development. There will be a brief overview of how the pilot study could be adapted for a larger-scale research project.

Links to other units

This unit should be completed towards the end of the programme. In order to complete the synoptic assessment task in this unit, learners should select and apply the relevant knowledge and skills from other areas of the mandatory content. Learners should build on their knowledge of psychological approaches and their applications from *Unit 1: Psychological Approaches and Applications*.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 3: Health Psychology

Level: **3**
Unit type: **External**
Guided learning hours: **120**

Unit in brief

Learners explore psychological approaches and theories related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts.

Unit introduction

How is stress linked to illness? Why do people become addicted to behaviours or substances? Which factors influence whether people engage in healthy or unhealthy behaviours? These are the questions addressed by health psychologists, who are interested in how psychological and physiological factors affect health and ill health. Health psychology explores the motivation behind healthy and unhealthy behaviours, and the factors that might persuade individuals to finally change a behaviour or to follow the advice given by medical professionals.

In this unit, you will learn about approaches and theories that explore or explain the reasons why an individual may engage in specific behaviours. You will develop the skills to critically evaluate these approaches and theories, enabling you to reach informed judgements about how useful they are at explaining healthy and unhealthy behaviours. You will use psychological approaches to examine specific behavioural and physiological addictions and to explain the reasons why it can be difficult to overcome these addictions. You will also study psychological theories that explain why individuals may experience high levels of stress, together with the physiological effects of stress and the impact on health. You will explore how health psychologists can help improve health behaviours using psychological theories of persuasion and learn about specific physiological and behavioural treatments, making judgements about their effectiveness. You will examine the ways in which psychologists can improve adherence to make sure that changes in health behaviours are maintained in the long term.

This unit places an emphasis on applying health psychology in a vocational setting and gives you the opportunity to develop your understanding of the work of health psychologists and other healthcare practitioners. The unit is also a basis for study at higher education, for example a BSc in Health Psychology. It will also help you to progress to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.

Summary of assessment

This unit will be assessed through one written examination of 70 marks. The examination will be two hours in length.

Learners will be assessed through a number of short- and long-answer questions relating to three different contexts. The questions will assess applied knowledge, understanding and critical evaluation of psychological approaches, theories and studies that explain or predict health-related behaviour and behaviour change.

The assessment availability is twice a year in January and May/June.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change

AO2 Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts

AO3 Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Lifestyle choice and health-related behaviour

A1 Psychological definition of health and ill health, addiction and stress

Definitions and characteristics of health and ill health, addiction and stress.

- Health and ill health: biomedical, biopsychosocial, health as a continuum.
- Behavioural and physiological addiction:
  - o Griffiths' six components of addiction: physical and psychological dependence (salience), tolerance, withdrawal, relapse, conflict, mood alteration
  - o stress: definition of a stressor, psychological stress, stress and perceived ability to cope.

A2 Psychological approaches to health

Learners will explore psychological approaches to health and suggest how these could be applied to different scenarios.

- Biological influences – of genetic predisposition, the roles of neurotransmitter imbalances.
- Behaviourist approaches – the role of cues, positive reinforcement and negative reinforcement to explain healthy and unhealthy behaviours; using operant conditioning to encourage and incentivise behaviour.
- Social learning approach – effects of parental and peer role models on healthy and unhealthy behaviours; role models in health education.
- Cognitive approach – decisions to engage in behaviours to provide relief from stress, anxiety, boredom or to mitigate impacts of other health problems, resolving cognitive dissonance for behaviour change, professional biases in diagnoses and treatments.

A3 Theories of stress, behavioural addiction and physiological addiction

Learners will explore theories of stress, behavioural addiction and physiological addiction, and apply these theories to different scenarios.

- Theories: key concepts of psychological theories of stress, behavioural addiction and physiological addiction, to include:
  - o health belief model concepts of perceived seriousness, susceptibility, cost-benefit analysis, how demographic variables such as age, gender, culture and external/internal cues affect behaviour
  - o locus of control: internal and external locus of control, the role of attributions in determining health behaviour
  - o theory of planned behaviour: concepts of personal attitude to behaviour, subjective norms, perceived behavioural control and their effect on behaviour
  - o self-efficacy theory: mastery experiences, vicarious reinforcement, the effect of social persuasion and emotional state on self-efficacy and likelihood of behavioural change
  - o transtheoretical model: precontemplation, contemplation, preparation, action, maintenance.

B Stress, behavioural addiction and physiological addiction

B1 Stress

Learners demonstrate an understanding of the key concepts of the causes and responses to stress, making judgments on the relative importance and effectiveness of these. Learners apply the key concepts of the causes and the physiological response to stress to given scenarios.

- Causes of stress:
  - definition and role of life events and daily hassles in stress
  - role of the workplace in stress: role conflict, effect of the environment, level of control
  - definition and role of personality in stress.
- Physiological responses to stress, to include:
  - general adaptation syndrome (GAS)
  - the role of the sympathomedullary (SAM) and the hypothalamic-pituitary-adrenal (HPA) system in chronic and acute stress
  - role of adrenaline in the stress response.
- Limitation of viewing stress as a purely physiological response:
  - gender differences in physiological responses
  - more than two responses, the 'freeze' response and role of cognitions
  - fight or flight response is maladaptive in modern society
  - role of personality, variation in level and type of hormones released.
- The link between stress and physical ill health – short term (headache, stomach upset, fatigue) and long term (heart attack, stroke, hypertension).

B2 Physiological addiction

Learners demonstrate an understanding of key principles of physiological addiction, including initiation, maintenance and relapse, and make judgements on the effectiveness of approaches to explain behaviour. Learners apply these key principles of physiological addiction to scenarios.

- Smoking:
  - biological approach
    - initiation: genetic predisposition to addiction, dopamine receptors, heritability of smoking initiation and nicotine dependence
    - maintenance and relapse: role of dopamine, nicotine regulation, tolerance, withdrawal symptoms
  - learning approach
    - initiation: parental and peer role models, positive reinforcement
    - maintenance: negative reinforcement, i.e. removal of withdrawal symptoms, classical conditioning and association between sensory information and nicotine effects
    - relapse: classical conditioning, conditioned cues, self-efficacy.
- Alcohol:
  - cognitive approach – self-medication model
    - initiation – use of alcohol as mitigation for current issue, use of substances for specific effects
    - maintenance – assumption about management of the problem, stress relief
    - relapse – counterproductive, increase of stress levels, 'solving' problem causes relapse
  - learning approach – operant conditioning
    - initiation – positive reinforcement, positive consequences such as relaxation, increased dopamine; negative reinforcement, relief from stress, influence of role models
    - maintenance – negative reinforcement, relief from withdrawal symptoms
    - relapse – reduction of withdrawal symptoms, negative reinforcement.

B3 Non-substance-related addiction

Learners demonstrate and apply a knowledge and understanding of the key principles of approaches to non-substance related addiction, including initiation, maintenance and relapse, and explore their effectiveness in explaining behaviour. Learners apply these key principles of physiological addiction to scenarios.

- Gambling:
  - cognitive approach – expectancy theory
    - initiation – cost-benefit analysis
    - maintenance – irrational thoughts, cognitive biases, illusions of control, exaggeration of ability
    - cognitive bias in gambling
    - relapse – recall bias and overestimation of success
  - learning approach
    - initiation – association between gambling and pleasure/excitement therefore behaviour strengthened
    - maintenance – variable reinforcement schedules, behaviour strengthened due to variable success
    - relapse – cue reactivity, cues associated with behaviour increase likelihood of relapse, i.e. walking past betting shops, gambling advertisements.
- Shopping:
  - learning approach
    - initiation – role models guide on how to behave, vicarious reinforcement, role of celebrity and advertisements
    - maintenance – association with excitement and pleasure, adrenaline rush and rewards, positive reinforcement
    - relapse – cues associated with shopping are seen, advertisements, need to shop, relief from withdrawal symptoms/negative reinforcement
  - cognitive approach – self-medication
    - initiation – relief from boredom, psychological problem, distress, lack of self-esteem, excitement
    - maintenance – reduction of anxiety associated with spending, continuation of boredom/anxiety relief
    - relapse – withdrawal causes lack of excitement/boredom, increase of anxiety (due to financial worries), breakdown of coping strategies.

C Promotion of positive behavioural change

C1 Theories of persuasion

Learners demonstrate a knowledge and understanding of the key concepts of these theories and explore their effectiveness in predicting behavioural change. Learners apply these theories to scenarios.

- Hovland-Yale theory of persuasion: the role of the communicator, communication and the recipient in persuasion.
- Fear arousal theory of persuasion: low, medium and high levels of arousal and their impact on behavioural change.
- Elaboration-likelihood model of persuasion: use of peripheral or central route to persuasion, factors of influence (role of celebrity), individuals' differences in influence.

C2 Treatment and management of addiction and stress

Learners demonstrate knowledge and understanding of key physiological and psychological methods of and professional approaches to, managing stress and addiction, exploring their effectiveness, including ethical and practical factors. Learners select and apply appropriate methods to scenarios, justifying decisions.

- Physiological and psychological treatment of stress management and addiction:
  - mindfulness – attending to and regulating thoughts, feelings and emotions; being in the present; promoting healthy behaviours
  - talking therapies including counselling, guided self-help, cognitive behavioural therapy (CBT) and stress inoculation training (cognitive preparation, skill acquisition, application and follow-through)
  - social support – instrumental (practical), emotional (comfort), esteem (self-esteem)
  - biofeedback – physiological feedback, relaxation training
  - skills training
  - physiological treatments – nicotine substitutes (patches, gum, tablets, inhalers, sprays); drug treatments for detoxification and withdrawal from alcohol; over the counter remedies for stress (valerian, chamomile and lavender)
  - exercise – release of endorphins.

C3 Maintenance of behavioural change

Learners demonstrate knowledge and understanding of key concepts of theories and methods of behavioural change in relation to non-adherence and improved adherence to medical advice and explore their effectiveness. Learners apply these key concepts of theories and methods of behavioural change to scenarios.

- Reasons for non-adherence:
  - stress – the perceived inability to cope as a threat to behaviour change
  - rational non-adherence, including cost-benefit analysis, financial barriers, patient-practitioner relationship
  - learned helplessness – control over behavior and outcomes
  - lack of support – significant others, health professionals.
- Methods used to improve adherence:
  - health education/promotion – relevant to target group, improved access to information
  - reduction of perceived threats – resistance, fears, understanding of needs, safety and security
  - lifestyle changes – replacing unhealthy behaviours with healthy behaviours; reduction in stress, improved self-esteem and self-confidence, emotional resilience, insight into own behaviour, improved outlook on life
  - support for behavioural change including provision of incentives, persuasive health reminders (texts, self- tracking, progress monitoring) and social prescribing.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the *Essential Content* of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will demonstrate mostly accurate theoretical knowledge and understanding of the key principles of the approaches and theories related to lifestyle choice, health-related behaviour and behaviour change, with some omissions. Learners will evaluate these key principles, making superficial judgements on the effectiveness of the theories. Learners will be able to apply these theories superficially to specific contexts related to stress and behavioural and physiological addiction, producing some limited conclusions on how effective they are in explaining the behaviour.

Level 3 Distinction

Learners will demonstrate accurate and thorough theoretical knowledge and understanding of the key principles of the approaches and theories related to lifestyle choice, health-related behaviour and behaviour change, with a few minor omissions. Learners will be able to critically evaluate these concepts and approaches, making informed judgements on the effectiveness of these theories. Learners will demonstrate the ability to apply these concepts and theories to specific contexts related to stress, behavioural and physiological addiction, producing in-depth conclusions on how effective they are in explaining the behaviour.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Approach	A view that involves certain assumptions about human behaviour.
Assess	Give careful consideration to the factors or events that apply to a scenario and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Define	To state the meaning of something using the correct terms.
Describe	Give an account of something. A justification or reason does not need to be included.
Discuss	Consider in detail the different aspects of an issue, situation, problem or argument and how they interrelate.
Evaluate	Consider various aspects of a subject's qualities in relation to its context, such as strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgment, supported by evidence, which will often be in the form of a conclusion.
Explain	This requires identification of a point and linked justification/exemplification of that point. The answer must contain some linked reasoning.
Identify	This requires some key information to be selected from a given stimulus/resource.
Research study	A research study is a scientific analysis of human behaviour.
Theory	A set of ideas intended to explain or predict certain behaviours, often supported by evidence from research studies.

Links to other units

This unit links to:

- Unit 1: Psychological Approaches and Applications
- Unit 6: Introduction to Psychopathology.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 4: Criminal and Forensic Psychology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore the different theories used to explain criminal behaviour and the application of criminal and forensic psychology in the criminal justice system.

Unit introduction

Criminal and forensic psychology is a specialist branch of psychology that uses psychological theories to explain criminal behaviour, and examines the research generated by these theories.

In this unit, you will explore psychological approaches to criminal behaviour and learn how offender profiles are created using different techniques. You will examine different psychological methods for modifying and punishing criminal behaviour, and investigate their effectiveness. This will include their impact on both the rate of reoffending and on the individual and society.

This unit gives you the knowledge, understanding and skills relevant to higher education courses such as the BSc in Psychology, Law and Criminology. The unit is also useful for progression to a range of occupations in the criminal justice system, for example the police service, offender management.

Learning aims

In this unit you will:

A Understand different psychological approaches to explaining criminal behaviour

B Investigate punishment strategies and behaviour modification of criminal behaviour

C Apply different methods to create an offender profile.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand different psychological approaches to explaining criminal behaviour	**A1** Biological explanations of criminality **A2** Individual differences explanations of criminality **A3** Social psychological explanations of criminality	A report detailing different theories and research used to explain criminal behaviour.
B Investigate punishment strategies and behaviour modification of criminal behaviour	**B1** Punishing criminal behaviour **B2** Modifying criminal behaviour	A report exploring the effectiveness of different methods and punishments of criminal behaviour.
C Apply different methods to create an offender profile	**C1** Methods of offender profiling **C2** Offender profiling, purpose and techniques **C3** Limitations of offender profiling	An offender profile based on a case study of a real or imagined event. This should include the different profiling methods and an evaluation of the methods used when creating the profile.

Content

Learning aim A: Understand different psychological approaches to explaining criminal behaviour

Key concepts of theories and research used to explain a variety of types of criminal behaviour.

A1 Biological explanations of criminality

- Inherited criminality, twin family and adoption studies, and diathesis – stress model.
- Low activity in genes MAOA and CDH13.
- Role of the amygdala and aggression – intermittent explosive disorder and reactive aggression.

A2 Individual differences explanations of criminality

- Eysenck's theory of criminality, including three dimensions/traits of personality – extroversion, neuroticism and psychoticism.
- Cognitive factors and criminality: Kohlberg stages of moral development – moral reasoning and lack of opportunity to develop moral thinking beyond the pre-conventional level.

A3 Social psychological explanations of criminality

- Social learning theory – Bandura, modelling, gender differences, as applied to criminality.
- Differential association model – what, how, and from whom criminal behaviour is learned.
- The effects of upbringing on criminal behaviour:
  - disrupted families
  - maternal deprivation
  - poverty.

Learning aim B: Investigate punishment strategies and behaviour modification of criminal behaviour

Benefit to the individual and society of the application of behaviour modification strategies and punishment of the criminal.

B1 Punishing criminal behaviour

Effectiveness, and social and ethical implications of punishment methods.

- Imprisonment – incapacitation, punitive punishment or rehabilitation, deterrence, i.e. recidivism rates, effect of institutionalisation when released, mental health and suicide rates in prison.
- Zero tolerance – US model, 'war on drugs', possibilities for system abuse.
- Offender disclosure schemes.
- Community sentences – effective alternative to custodial sentences, types of community sentences, i.e. probation, recidivism rates, reduction in stigma.
- Fines and discharges.

B2 Modifying criminal behaviour

Effectiveness and social and ethical implications of methods of modifying criminal behaviour.

- Anger management – reducing anger and aggression in prisons, rehabilitation and reduction of recidivism:
  - cognitive approach, e.g. hostile attribution bias, irrational ways of thinking
  - stress inoculation training, conceptualisation, skills acquisition and application of skills learned.
- Restorative justice – rehabilitation of offenders, atonement for wrong doing, victim's perspective.
- Token economy based on the principles of behaviourism, used in prisons.

Learning aim C: Apply different methods to create an offender profile

Methods of offender profiling, advantages disadvantages and ethical considerations.

C1 Methods of offender profiling

- Top-down US Federal Bureau of Investigation (FBI) approach techniques:
  o classification of offenders – the organised/disorganised typology of serial murder, Canter et al (2004), the lust murderer, Hazelwood and Douglas (1980).
- Bottom-up British behavioural evidence analysis approach techniques:
  o based on key psychological theories
  o how and why criminal behaviour occurs
  o consistencies of offender actions (behavioural consistency)
  o factors, e.g. interpersonal coherence, significance of time and place, forensic awareness.

C2 Offender profiling, purpose and techniques

- Aims of profiling:
  o narrowing range of suspects
  o predicting future crimes, e.g. times, locations
  o establishing appropriate techniques for police interviews of suspect.
- Building a psychological portrait of a suspect, e.g. personality, age, gender, habits, behavioural consistency, intellect, health.
- Building a social portrait of a suspect, e.g. religion, ethnicity, social class, marital status, occupation, possible substance abuse, possible crime history and area where they live.
- Crime scene data collection features, including:
  o type of victim
  o type of crime committed
  o location
  o time
  o frequency of similar crimes in the area
  o physical evidence at the crime scene.

C3 Limitations of offender profiling

- Problems and issues associated with offender profiling, including:
  o appropriateness for particular crimes, e.g. Holmes and Holmes 1996
  o insufficient empirical investigation
  o reductionist
  o police analysis bias – Barnum effect
  o ethics.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand different psychological approaches to explaining criminal behaviour		
A.P1 Explain the use of psychological approaches to examine criminal behaviour. **A.P2** Explain research supporting psychological explanations of criminal behaviour.	**A.M1** Discuss explanations of criminal behaviour using psychological research.	**A.D1** Evaluate the use of psychological approaches and research to explain criminal behaviour.
Learning aim B: Investigate punishment strategies and behaviour modification of criminal behaviour		
B.P3 Explain the use of behaviour modification methods on criminal behaviour, using psychological theories. **B.P4** Explain the use of punishments for criminal behaviour, using psychological theories.	**B.M2** Assess the effectiveness of behaviour modification and punishment methods on criminal behaviour, using psychological theories.	**B.D2** Evaluate the impact of behaviour modification methods and punishment of criminal behaviour on the individual and society.
Learning aim C: Apply different methods to create an offender profile		
C.P5 Produce an outline offender profile using different profiling methods. **C.P6** Explain techniques applied in own offender profile, with reference to their use and limitations, and supporting theories.	**C.M3** Produce a detailed offender profile using different profiling methods. **C.M4** Assess own offender profile with reference to techniques applied, their use and limitations, and supporting theories.	**C.D3** Produce a comprehensive offender profile using different profiling methods, giving full justification for effectiveness of techniques used, and supporting theories.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific resource requirements for this unit.

Essential information for assessment decisions

Learning aim A

Learners will a report, concerning three psychological explanations of criminal behaviour.

For distinction standard, learners will evaluate the validity of biological, individual differences and social explanations of criminal behaviour by considering the strengths and weaknesses of each explanation. They will give detailed, reasoned conclusions as to the merits of the different explanations of criminal behaviour and their use to categorise criminal behaviour, such as property crime, white-collar crime and violent criminal behaviour. Learners' evaluations will consider the effects of different patterns of offending behaviour, such as gender differences and the impact of different crimes on society, to reach conclusions as to the validity of different explanations.

For merit standard, learners will discuss biological, individual differences and social explanations of criminal behaviour, and will make judgements on the research used to support these theories. These judgements will include both the results and conclusions of the research and an evaluation of its methodological strengths and weaknesses. Judgements will include an appreciation of the different patterns of criminal behaviour, for example appreciation of the effects of upbringing.

For pass standard, learners will investigate the social explanations of criminal behaviour, including examples from a biological perspective, the inheritability of criminal behaviour and the factors that may contribute to this inheritability. Explanations of individual differences will cover the traits of a criminal and the cognitive factors that contribute to criminal behaviour. Social psychological explanations could include social learning theory, differential association models of crime and how upbringing can lead to criminal behaviour. Learners will reference research on which these theories are based.

Learning aim B

Learners produce a report concerning the usefulness to the individual and society of the psychological strategies used in dealing with criminal behaviour.

For distinction standard, learner evaluations of the impact of different punishment and behaviour modification strategies will include a detailed analysis of their appropriateness for the individual and society. This will include an assessment of considerations such as the economic benefits to society and the impact that punishment and behaviour modification strategies will have on both the criminal and their victim. Learners' evaluations will make detailed, appropriate reference to underlying psychological theories, including the validity of supporting research.

For merit standard, learner assessments of the impact of different behaviour modification and punishment strategies will include consideration of the effect on the individual and on society, for example the impact on reoffending rates. Learners will support their account with reference to psychological research. They will include reference to different types of crime and patterns of criminal behaviour, together with some analysis of the methodological limitations of the research.

For pass standard, learners will explain different behaviour modification and punishment strategies used in response to criminal behaviour. This will include the main features of such behaviour modifications and punishments, and appropriate links will be made between these and the psychological approaches on which they are based.

Learning aim C

Learners will produce an offender profile using information provided in a real or fictional case study, including a rationale for the methods used and for the selected offender characteristics. They will also consider profiling limitations.

For distinction standard, learners will produce a well-developed, comprehensive offender profile, using both UK and US methods, that considers a broad range of psychological and social characteristics. It will have well-supported evidence from the case study and logically reasoned justifications for decisions and choices made, including reference to key methodologies. Learners will suggest several limitations of the approaches used to produce the offender profile, demonstrating a reasoned evaluation of the processes available. Learners will also provide appropriate and considered arguments on the ethical implications of offender profiling.

For merit standard, learners will produce a detailed offender profile, using both UK and US methods, that considers a range of features of psychological and social portraits, supported by reference to the case study. Learners will make reference to key psychological research when examining their choices and decisions. Learners will consider most of the relevant limitations of the offender profile and include some evaluation of how the offender profile could be improved.

For pass standard, learners will produce a simple offender profile, using both UK and USA methods, that includes evidence from the case study to support their choices, which may be limited in some areas. The offender profile will account for some of the features of psychological and social portraits, with a partial consideration of key psychological research when explaining choices. Two limitations of the offender profile will be covered. The limitations will be relevant to the offender profile that has been produced but may not be examined in detail.

Links to other units

This unit links to:

- Unit 1: Psychological Approaches and Applications
- Unit 2: Conducting Psychological Research
- Unit 5: Introduction to Psychopathology.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 5: Promoting Children's Psychological Development

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners study theories of childhood, factors affecting the healthy development of children and the role of professionals in promoting psychological health.

Unit introduction

Early experiences in childhood can influence and account for individual differences in many aspects of a child's development such as behaviour, cognition, emotional responses, social skills and personality. These influences start at birth, even prenatally, and can affect lifelong outcomes. Since a child is not a passive observer but an active participant in their own learning, the role of adults and professionals in promoting healthy learning and development early in life is a crucial factor in achieving healthy outcomes as children grow to adulthood.

In this unit, you will learn about the changing societal perceptions of childhood, explore the relationship between these perceptions and the parenting styles that impact a child's development and learning. You will explore key theories of psychological development and the factors that can affect healthy growth. Finally, you will examine evidence from case studies of different forms of deprivation in childhood. You will learn how this evidence can help professionals approach the prevention, diagnosis and treatment of developmental issues.

This unit gives you a wide range of options for progression. It is beneficial if you wish to progress to a higher-education course such as a BSc in Psychology and Child Development or a BA in Sociology or related fields. It is also beneficial for other roles relating to children or childcare, such as teacher, teaching assistant, play therapist and nursery nurse.

Learning aims

In this unit you will:

A Understand perspectives of childhood and theories of child development

B Examine factors affecting a child's healthy development and the role of professionals involved in supporting children, parents and carers

C Investigate the use of theories of psychological development to explain and inform prevention of later dysfunctional psychopathology.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand perspectives of childhood and theories of child development	**A1** The nature of childhood **A2** Social, emotional and behavioural development **A3** Cognition, language and communication development	Report exploring ideas of childhood and theories of development, and their contribution to the understanding and promotion of children's healthy growth, development and mental wellbeing.
B Examine factors affecting a child's healthy development and the role of professionals involved in supporting children, parents and carers	**B1** Supporting children's optimal development **B2** Factors impacting children's development, learning and mental health **B3** Professionals involved in supporting children's healthy development	Report linking researched case studies of psychological developmental issues arising from deprivation/abuse, and approaches used by health professionals to support healthy development in children.
C Investigate the use of theories of psychological development to explain and inform prevention of later dysfunctional psychopathology	**C1** Instances of privation and abuse **C2** Application of theories to working practice	

Content

Learning aim A: Understand perspectives of childhood and theories of child development

A1 The nature of childhood

Concepts and perceptions of childhood and their influence on parenting and care practices in modern-day society.

- Historical perspectives of the child, e.g. Locke, Rousseau, Aries.
- Cultural perspectives, e.g. beliefs, cultural systems, religion, law, norms.
- Child-rearing practices, including parenting styles, e.g. permissive, authoritarian.
- Modern-day views of childhood:
  - childhood as a social construction, e.g. boundaries, childhood, adolescence, adulthood
  - rationale for the modern-day view of childhood, e.g. industrialisation, introduction of compulsory education
  - children's rights, e.g. Human Rights Act 1998, laws against child labour, child protection, laws applicable to age of consent.

A2 Social, emotional and behavioural development

Key principles, application and critique of developmental studies and theories.

- Attachment studies, including Lorenz, Harlow and Ainsworth.
- Attachment theories, including Bowlby.
- Ecological models, including Bronfenbrenner.
- Social identity theory, including Tajfel, Turner.
- Learning theories, including Skinner, Watson, Bandura.
- Peer status, including Wentzel (2005).

A3 Cognition, language and communication development

- Development in children of:
  - thought processes
  - understanding of their environments
  - problem solving
  - language and communication.
- Key principles and critique of theories of cognition and language, and their application in different situations:
  - Piaget, including schemas and schematic development, adaptation, stage theory of cognitive development
  - Vygotsky, including the zone of proximal development (ZPD), internalisation, scaffolding
  - language and communication acquisition, including Chomsky, Bruner, Skinner.
- Role of adults in supporting and promoting optimal learning and development opportunities.

Learning aim B: Examine factors affecting a child's healthy development and the role of professionals involved in supporting children, parents and carers

B1   Supporting children's optimal development

- The importance of providing optimal care and conditions to ensure children's healthy growth and development, including:
  - Maslow's hierarchy of needs, e.g. safety, nutrition, friendship, self-esteem.

B2   Factors impacting children's development, learning and mental health

- Personal and biological factors:
  - prenatal factors, e.g. maternal health, diet and lifestyle, addiction, substance abuse, heredity, genetic disorders, nature/nurture
  - biological and health factors, e.g. disability, long-term medical conditions, short/long-term illness, learning difficulties
  - personal, social and emotional factors, e.g. attachment, friendship orientations, security, bullying, transitions, separations, abuse
  - family factors, e.g. work, leisure, home life, society, parenting styles, attachments, friends, family, education, income.
- Environmental and social factors:
  - environmental impact on health of, e.g. housing, location, access to amenities
  - social and political factors, e.g. social class, government policies, services and strategies
  - cultural factors, e.g. the effects of beliefs, values and social norms, attitudes towards gender and ethnicity.

B3   Professionals involved in supporting children's healthy development

- Role of professionals involved in supporting healthy growth and development and their role in the identification and treatment of children with developmental deviations from norms:
  - education, e.g. teachers, support workers, teaching assistants, health visitors, school nurses, special educational needs co-ordinators (SENCO)
  - health, social and other professionals, e.g. clinical and educational psychologists, general practitioners of medicine (GPs), health workers, social workers, police, psychiatric professionals, midwives, counsellors
  - other support services, including charities, self-help groups.

Learning aim C: Investigate the use of theories of psychological development to explain and inform prevention of later dysfunctional psychopathology

C1 Instances of privation and abuse

- Privation and abuse, and their impact on children's healthy growth, development and mental health – cases and studies:
  - cases of privation, e.g. Genie and Czech Twins, Victor of Aveyron, Oxana Malaya
  - cases of abuse, e.g. Victoria Climbié, Liam Fee
  - studies, e.g. Hodges and Tizard (1989), Romanian orphans.
- Sources and effects of privation and abuse:
  - psychological sources of privation and abuse, e.g. early separations, parenting styles, bullying, divorce, death, physical/sexual abuse
  - environmental sources of privation, e.g. poverty, lifestyle, income, parental education levels, deviance from norms of society, natural disasters, war and its potential effects, e.g. Post-Traumatic Stress Disorder (PTSD)
  - effects of privation and abuse, (e.g. disinhibited attachment, attachment disorder, parenting styles, intellectual delay, deprivation dwarfism) and effects on young carers (e.g. loss of childhood and adolescence, boundary dissolution)
  - effects of privation and abuse on prenatal development, e.g. effects of domestic violence on foetus in utero
  - moderating factors, e.g. resilience (genetics), substitute attachment figures.

C2 Application of theories to working practice

Influence of theories informing privation and abuse on explaining approaches taken by multidisciplinary professional teams, including treatment and preventative measures in everyday practice.

- Use of theories to inform professionals' approach to promote children's healthy development, e.g. midwives and GPs in supporting positive prenatal growth, educationalists, health visitors, school nurses, speech and language therapists in developing programmes of intervention and support.
- Multidisciplinary working and its role in supporting children experiencing forms of abuse and in promoting positive outcomes for children, parents and carers, e.g. police, social workers, educationalists.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand perspectives of childhood and theories of child development		**A.D1** Evaluate the impact of societal approaches to childhood and the psychological theories of child development in promoting healthy growth, development and mental wellbeing in children.
A.P1 Explain historical and current societal approaches to the nature of childhood. **A.P2** Explain how current psychological theories can inform professionals in promoting growth, development and mental wellbeing in children.	**A.M1** Analyse the contribution of societal approaches to childhood and the psychological theories of child development to the promotion of healthy growth, development and mental wellbeing in children.	
Learning aim B: Examine factors affecting a child's healthy development and the role of professionals involved in supporting children, parents and carers		**B.D2** Evaluate the impact of contributory factors on the development of children and the impact of professionals in providing support to children, their parents or carers.
B.P3 Explain factors affecting healthy development in children. **B.P4** Explain the roles of professionals in supporting children and their parents or carers.	**B.M2** Assess the importance of contributory factors, and the role of professional support, in the healthy development of children.	
Learning aim C: Investigate the use of theories of psychological development to explain and inform prevention of later dysfunctional psychopathology		**C.D3** Evaluate the use of theories of child development in approaches taken by professionals in the treatment of dysfunctional psychopathology in children.
C.P5 Explain problems of psychological development in children. **C.P6** Explain professional approaches to treating dysfunctional psychopathology in children.	**C.M3** Analyse approaches taken by professionals in the treatment of dysfunctional psychopathology in children.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P3, C.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will produce a report that provides in-depth discussion on the ways that children and childhood have been viewed historically. They will be able to provide a wide range of fully-focused examples of how cultural or child-rearing practices have influenced modern-day views of childhood and a thorough evaluation on the ways in which children's healthy development and learning is promoted.

The report will demonstrate excellent understanding of the topic through the provision of a detailed discussion of a wide range of key theories, supported by examples, of the way that children's behaviours may be influenced and the impact of this on learning and development. There will be well-reasoned critiques of theories and sustained judgements of the ways in which the theories may impact modern understanding of children's psychological development.

For merit standard, learners will produce a report that identifies a range of ways in which children and childhood have been viewed historically. They will be able to provide several examples of how cultural or child-rearing practices have influenced modern-day views of childhood and provide justifiable examples of the ways in which children's healthy development and learning is promoted.

The report will demonstrate a sound understanding of the topic through the discussion of two or more key theories. Learners will provide appropriate examples of the ways in which children's behaviours may be influenced, including the impact such influences can have on learning and development. There will be a critique of relevant theories that link directly to theorists' work.

For pass standard, learners will produce a report that identifies brief examples of the ways in which children and childhood have been viewed historically. They will provide a few examples of how cultural or child-rearing practices have influenced modern-day views of childhood, and there will be an attempt to outline the ways in which children's healthy development and learning is promoted.

The report will include an outline of a few key theories, including brief examples of the ways in which children's behaviours can be influenced, and the impact these influences can have on learning and development. Critique of theories may be vague or not linked directly to the theorist's work.

Learning aims B and C

For distinction standard, learners will produce a report that explores the importance of supporting children's optimal development, including a thorough analysis of the impact of one group of personal and biological factors, or environmental and societal factors, influencing children's healthy growth and development. The report will examine the role of professionals in one area, for example education, and learners will provide well-defined and reasoned examples of how they support children's healthy growth and development.

The report will provide a considered account and evaluation of the impact of one form of deprivation or abuse on children's growth and development. Discussions will be thorough and well-supported by accurate and appropriate examples.

The report will provide a comprehensive and well-constructed discussion of the impact and importance of known instances of deprivation or abuse on professional practice in promoting healthy growth and development in children.

For merit standard, learners will produce a report that discusses the importance of supporting children's optimal development, including a detailed account of one group of personal and biological factors, or environmental and societal factors, influencing children's healthy growth and development. Discussions will be well considered and examples generally accurate.

The report will provide well-defined and reasoned judgements on the role of professionals in one area, for example education, and provide a broad range of examples of the ways in which they support children's healthy growth and development.

The report will provide a detailed account of one form of deprivation or abuse and include a wide range of reasoned examples of the relationship to, and impact on, children's growth and development. Links will be generally accurate. There will be a detailed analysis of the ways in which professionals have used instances of deprivation or abuse to inform working practice in promoting healthy growth and development.

For pass standard, learners will produce a report that identifies the importance of supporting children's optimal development and an outline of one group of personal and biological factors, or environmental and societal factors, influencing children's healthy growth and development. The report will identify the role of professionals in one area, for example education, and provide a few examples of how these professionals support children's healthy growth and development. Explanations will be generally accurate, although they may contain some inconsistencies.

The report will outline one form of deprivation or abuse and include a few examples of the impact on children's growth and development. Links will be generally accurate, although they may occasionally be vague. The report will identify some ways in which professionals have used knowledge gained from instances of deprivation or abuse to apply to working practice in promoting healthy growth and development.

Links to other units

This unit links to:

- Unit 1: Psychological Approaches and Applications
- Unit 2: Conducting Psychological Research.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 6: Introduction to Psychopathology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop knowledge of psychopathology, types and characteristics of mental disorders and approaches to treatment, and the role of professionals in supporting and promoting mental health.

Unit introduction

Historically, people who deviated from social norms, whose behaviour was irrational, harmful or abnormal, were treated with contempt and fear. Negative labels such as 'crazy', 'insane' or 'demonic' were used to describe them. Today, however, the aim is to better understand mental disorders in order to support and treat individuals. The study of psychopathology explores the nature and causes of mental disorders that have their roots in social, genetic or psychological explanations. This unit explores the essential knowledge and skills used by professionals who support those experiencing mental health problems.

In this unit, you will examine modern approaches to defining psychopathology and the changing attitudes to treatment, from ancient beliefs through to the advent of confinement in asylums and to modern community care practices. You will examine types and characteristics of different mental disorders and the factors that can cause mental ill health, exploring the approaches adopted by professionals when treating mental disorders.

This unit is ideal if you wish to progress to a higher-education course in the field of applied psychology, such as BSc Psychology, as well as if are looking to progress to a career in clinical and criminal psychology. The unit is also useful if you work in care services and education.

Learning aims

In this unit you will:

A Understand modern and historical concepts of psychopathology in society

B Examine causes, types and characteristics of mental disorders

C Explore professional approaches to the treatment of mental disorders.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand modern and historical concepts of psychopathology in society	**A1** Defining psychopathology **A2** Origins of psychopathology	Report exploring ways in which psychopathology has been defined, and the changing perceptions and explanations of the way psychopathology is perceived and treated, e.g. a poster or a PowerPoint® presentation.
B Examine causes, types and characteristics of mental disorders	**B1** Causal factors associated with mental disorders **B2** Types and characteristics of mental disorders	Report that examines: • causal factors that can contribute to mental health disorders
C Explore professional approaches to the treatment of mental disorders	**C1** Approaches to the treatment of mental disorders **C2** Mental health professionals	• the different types of mental disorder and their symptoms • the approaches used by professionals in treating different mental disorders and their specific roles in diagnosing and treating individuals.

Content

Learning aim A: Understand modern and historical concepts of psychopathology in society

A1 Defining psychopathology

Types, characteristics and use of methods for defining psychopathology.

- Mental health and well-being, including pathology, disease, abnormal behaviour, mental disorders and illness, structuring mental disorders.
- Statistical definitions, including deviation from norms, e.g. statistical, social and political.
- Biological and psychological approaches to defining psychopathology, including biological models (e.g. genes, neurotransmitters) and psychological models (e.g. cognitive, behavioural, humanistic).
- Classification systems, including Diagnostic and Statistical Manual of Mental Disorders (DSM), International Classification of Diseases (ICD).

A2 Origins of psychopathology

Characteristics and traits of historical definitions, approaches to, and understanding of, psychopathology and the impact on modern-day societal perceptions.

- Early perceptions, e.g. ancient beliefs, demonology and treatments, exorcism rituals, cultural differences.
- Early biological explanations, including naturalistic, heredity and environment
- Classifications, e.g. mania, melancholia.
- Medical or disease model, including general paresis, somatogenic hypotheses, psychiatry.
- Asylum and community care models, including Bethlem hospital, Philippe Pinel, moral treatment, milieu therapy, token economy.

Learning aim B: Examine causes, types and characteristics of mental disorders

B1 Causal factors associated with mental disorders

Types and impact of primary causes that can be used to understand risk for later psychopathology.

- Prenatal factors, including environmental factors (e.g. health, diet, addiction) and genetic factors.
- Biological and health factors, including short-term disorders (e.g. measles) and long-term disorders (e.g. disabilities, learning difficulties).
- Family factors, e.g. home life, parenting styles, attachments, transitions, significant life events, abuse.
- Environmental, e.g. housing, location, access to amenities, funding.
- Social and political factors, e.g. social class, education, income, policies, services and strategies.
- Cultural factors, e.g. beliefs, values and social norms, attitudes towards gender and ethnicity.

B2 Types and characteristics of mental disorders

- Personality disorders, including suspicious, emotional and impulsive, anxious.
- Non-suicidal self-injury.
- Schizophrenia spectrum and other psychotic disorders.
- Phobias or anxiety disorders, including specific phobia, social phobia, agoraphobia, obsessive-compulsive disorder (OCD).
- Depression, e.g. depressive disorder, bipolar disorder.
- Eating disorders.
- Addiction, including substance abuse, smoking, gambling.

Learning aim C: Explore professional approaches to the treatment of mental disorders

C1 Approaches to the treatment of mental disorders

Characteristics of approaches and methods used in the treatment of mental disorders.

- Psychodynamic therapy, including Freud, e.g. free association, transference, dream analysis.
- Behavioural therapies, e.g. conditioning, behaviour modification, behavioural analysis, extinction, flooding, counterconditioning, systematic desensitisation, reciprocal inhibition, aversion therapy, response shaping, behavioural self-control.
- Cognitive therapies, e.g. rational emotive behaviour therapy (REBT), cognitive behavioural therapy (CBT), mindfulness-based cognitive therapy (MBCT), acceptance and commitment therapy (ACT).
- Family systems therapy, e.g. relationship dynamics within the family.
- Drug therapies, e.g. antidepressant drugs, anxiolytic drugs, antipsychotic drugs, tricyclic antidepressants, monoamine oxidase inhibitors (MAOIs), selective serotonin reuptake inhibitors (SSRIs), benzodiazepines, serotonin-norepinephrine reuptake inhibitors (SNRIs).
- Humanistic therapies, e.g. counselling, computerised CBT (CCBT), e-therapy/ online therapy.

C2 Mental health professionals

Purpose and role of professionals and organisations in the diagnosis and treatment of mental disorders.

- Diagnosing and treating disorders, e.g. psychiatrists, psychologists, neurologists, general practitioners in medicine (GPs).
- Mental health workers, e.g. mental health nurses, case managers, social workers, paediatricians, occupational therapists, counsellors.
- Professionals in educational organisations, e.g. health visitors, school nurses, special educational needs co-ordinators (SENCOs), speech and language therapists.
- Support groups, e.g. Mind, Rethink Mental Illness, YoungMinds.

Assessment criteria

Pass	Merit	Distinction	
Learning aim A: Understand modern and historical concepts of psychopathology in society		**A.D1** Evaluate how the concept of psychopathology has been viewed historically.	
A.P1 Explain ways in which psychopathology is defined. **A.P2** Explain how perceptions of psychopathology have developed over time.	**A.M1** Analyse the historical development of the concept of psychopathology.		
Learning aim B: Examine causes, types and characteristics of mental disorders		**B.D2** Evaluate the impact of causal factors that contribute to one mental disorder in relation to its associated characteristics.	
B.P3 Discuss different causal factors that may lead to mental disorders in individuals. **B.P4** Explain the characteristics of one form of mental disorder.	**B.M2** Assess causal factors that contribute to one mental disorder in relation to its associated characteristics.		
Learning aim C: Explore professional approaches to the treatment of mental disorders		**C.D3** Evaluate the importance of the role of professionals and treatments for one mental disorder.	
C.P5 Explain appropriate treatments for one form of mental disorder. **C.P6** Discuss the role of professionals involved in diagnosing and treating one mental disorder.	**C.M3** Analyse the ways in which professionals can contribute to the treatment of individuals with one form of mental disorder.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will produce a comprehensive report, exploring the ways in which psychopathology is defined and explained, using wide-ranging examples to illustrate the different approaches and classifications. The report will show considered, critical thinking on the evolution of understanding of psychopathology from its historical origins to a modern-day view. Discussions will be thorough and well-reasoned.

For merit standard, learners will produce a detailed report, illustrating the ways in which psychopathology is defined and explained, using a range of examples of the approaches to psychopathology. The report will explore the origins of psychopathology from early perceptions to a modern-day view, applying some critical thinking to discussions.

For pass standard, learners will produce a mostly accurate report, identifying some of the ways in which psychopathology has been defined and explained, using some appropriate examples of the approaches to psychopathology. The report will include a discussion on the origins of psychopathology from early perceptions to a modern-day view and will be supported with evidence, although examples may occasionally demonstrate personal views in place of evidence.

Learning aims B and C

For distinction standard, learners will produce a report that demonstrates a thorough understanding and assessment of the causal factors that impact on mental health and wellbeing, and which can be used to identify the onset of later mental disorders. The account will include a logical and reasoned discussion exploring a single type of mental disorder, with causal links examined between risks and a wide range of typically associated characteristics.

In exploring professional approaches to the treatment of one form of mental disorder, the report will provide detailed examples of the selected approaches. Learners will demonstrate a clear and accurate understanding of the ways in which treatments are administered, along with an assessment of their impact. The report will provide a detailed consideration of the importance of a range of professionals responsible for diagnosing, treating and supporting individuals with mental disorders.

For merit standard, learners will produce a report that demonstrates a reasoned understanding and analysis of the causal factors that impact on mental health and wellbeing and which can be used to identify the onset of later mental disorders. The account will provide a generally well-structured and logically presented discussion of a single type of mental disorder, including examples of typical associated characteristics and an attempt to explore connections between these characteristics and earlier risk factors.

The report will contain appropriate and accurate examples of approaches used for treating a specific mental disorder, with a range of mostly accurate examples of how treatments are administered. The report will provide a considered account of the roles of professionals responsible for diagnosing, treating and supporting individuals with mental disorders and will explore at least two roles in detail.

For pass standard, learners will produce a report that demonstrates a generally accurate understanding of some of the causal factors that can be used to identify the onset of later mental disorders. The account will include identification of a single type of mental disorder and a few examples of typical associated characteristics.

The report will use a mainly descriptive approach when discussing ideas for treating mental disorders. Links to how treatments are administered for a mental disorder may contain some inconsistencies and errors. The report will identify some of the professionals responsible for diagnosing, treating and supporting individuals with mental disorders.

Links to other units

This unit links to:

- Unit 1: Psychological Approaches and Applications
- Unit 2: Conducting Psychological Research
- Unit 3: Health Psychology.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

Unit 7: Applied Sport Psychology

Level: **3**
Unit type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners explore key theories in sport psychology, their application to sporting environments and the interventions that can be implemented to influence sporting performance positively.

Unit introduction

Psychology can be applied in many diverse environments and one area of significant growth is in its application to sporting performance. Sportspeople need to have an appropriate mindset to benefit from training sessions and give themselves the best chance of success in competition. This involves being able to manage their thoughts and emotions, and change their psychological state from negative to positive.

In this unit, you will develop your understanding of a range of psychological factors that impact on sports performance and the key theories that can help to explain the significance of these factors. You will examine motivation, the force that underpins all human behaviour and which influences the thoughts and feelings of an individual. You will explore the closely-related concepts of self-confidence, arousal and anxiety, assessing their relationship to the optimal performance of sportspeople. You will be introduced to a range of psychological interventions that sportspeople can employ to control their psychological state and achieve performance increments. You will consider the ways in which these interventions should be used to support particular athletes' performance needs.

This unit will give you a foundation to continue study at higher-education level, for example a course such as a BSc in Sport Psychology. The application of sport psychology principles can also support a variety of sporting occupations such as sports coaching, sports leadership and personal training.

Learning aims

In this unit you will:

A Understand key psychological theories underpinning performance in sport

B Investigate how psychological theories can be applied to sporting situations

C Recommend psychological interventions to meet sports performance needs.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand key psychological theories underpinning performance in sport	**A1** Theories of motivation in sport **A2** Theories of self-confidence in sport **A3** Theories of arousal and anxiety for sports performance	A report on the key principles of psychological theories relating to motivation, self-confidence, arousal and anxiety, and how they can be applied to understand the experiences and performances of athletes. Learners can use case studies from professional sports performers or their own experience of competing in sport.
B Investigate how psychological theories can be applied to sporting situations	**B1** Motivation theories in sporting environments **B2** Self-confidence theories in sporting environments **B3** Arousal and anxiety theories in sporting environments	
C Recommend psychological interventions to meet sports performance needs	**C1** Psychological interventions to influence motivation of sportspeople **C2** Psychological interventions to influence self-confidence of sportspeople **C3** Psychological interventions to influence arousal levels of sportspeople	A programme of recommended psychological interventions to address the needs of a selected sportsperson.

Content

Learning aim A: Understand key psychological theories underpinning performance in sport

Key principles, strengths and limitations of theories that account for the motivation, self-confidence and arousal levels of sportspeople.

A1 Theories of motivation in sport

- Definition of motivation: the direction and intensity of one's effort (Sage, 1977)
- Need achievement theory (Atkinson, 1974, McClelland, 1961):
  o personality factors
  o situational factors
  o resultant tendencies
  o emotional reactions
  o achievement behaviour.
- Achievement goal theory (Duda and Hall, 2001):
  o task orientation
  o outcome or ego orientation.
- Self–determination theory (Deci and Ryan, 2000):
  o individual needs for autonomy, relatedness and competence
  o intrinsic motivation – internal, knowledge, accomplishment, stimulation
  o extrinsic motivation – external, introjected, identified, integrated
  o amotivation.

A2 Theories of self-confidence in sport

- Definition of self-confidence: belief that you can successfully perform a desired behaviour (Weinberg and Gould, 2015).
- Vealey's Multidimensional Model of Sport Confidence (1986, 2001):
  o factors influencing sport confidence
  o sources of sport confidence
  o constructs of sport confidence
  o consequences of sport confidence.
- Bandura's self-efficacy theory (1977, 1986, 1997):
  o performance accomplishments
  o vicarious experiences
  o verbal persuasion
  o emotional arousal
  o efficacy expectations
  o athletic performance.

A3 Theories of arousal and anxiety for sports performance

- Psychological definitions of arousal and anxiety.
- Drive theory (Hull, 1943) – linear relationship between arousal and performance.
- Inverted U hypothesis (Yerkes and Dodson, 1908) – curvilinear relationship between arousal and performance.
- Multidimensional anxiety theory (Martens et al, 1990):
  o state and trait components
  o cognitive, somatic and behavioural components.
- Catastrophe theory (Hardy, 1990, 1996) – increases in arousal can lead to a sudden decrement in performance rather than a gradual decline.
- Reversal theory of arousal (Kerr, 1985, 1997) – impact of individual interpretation of arousal on performance.

Learning aim B: Investigate how psychological theories can be applied to sporting situations

Interrelationship of motivation, self-confidence and arousal levels in relation to actions and reactions of people in sport and high-pressure competitions.

B1 Motivation theories in sporting environments

- Need achievement theory (Atkinson, 1974, McClelland, 1961):
  - o impact of levels of achievement motivation on task persistence and mastery
  - o choice of competitions/opponents for high need to achieve (NACH) and high need to avoid failure (NAF) athletes
  - o effect of being evaluated on performance of high- and low achievers.
- Achievement goal theory (Duda and Hall, 2001):
  - o value of a task orientation on work ethic, persistence and optimal performance
  - o drawbacks of a sportsperson adopting an outcome or ego orientation.
- Self–determination theory (Deci and Ryan, 2000):
  - o participation in sport meets individual needs for autonomy, relatedness and competence
  - o importance of self-determined behaviour and its impact on persistence, ability to cope with stress and produce peak performance
  - o impact of extrinsic rewards on intrinsic motivation.

B2 Self-confidence theories in sporting environments

- Vealey's Multidimensional Model of Sport Confidence (1986, 2001):
  - o impact of different levels of sport confidence on sports performance
  - o consequences of sport confidence on sports performance – relationship between affect, behaviour and cognition.
- Bandura's self-efficacy theory (1977, 1986, 1997):
  - o manipulating sources of self-efficacy to increase a sportsperson's expectations of success
  - o influence of expectations of success on sports performance.

B3 Arousal and anxiety theories in sporting environments

- Drive theory (Hull, 1943): relationship of increases in arousal to performance.
- Inverted U hypothesis (Yerkes and Dodson, 1908):
  - o increases in arousal lead to increases in performance, then after a certain point further increases will lead to a performance decrement
  - o ideal performance state (IPS) where arousal level matches demand of task, including dependency on type of task and skill level of performer.
- Multidimensional anxiety theory (Martens et al, 1990):
  - o state and trait components
  - o increases in cognitive anxiety negatively affect performance
  - o increases in somatic anxiety positively affect performance
  - o inverse relationship between cognitive anxiety and self-confidence.
- Catastrophe theory (Hardy, 1990, 1996):
  - o choking due to the impact of high cognitive anxiety
  - o characteristics of a sportsperson experiencing choking
  - o impact of high arousal levels on attentional focus, muscle tension and aggressive behaviour.
- Reversal theory (Kerr, 1985, 1997):
  - o characteristics of a sportsperson who interprets arousal as a positive emotion
  - o characteristics of a sportsperson who interprets arousal as a negative emotion.

Learning aim C: Recommend psychological interventions to meet sports performance needs

C1 Psychological interventions to influence motivation of sportspeople

Key principles, strengths, limitations and uses of motivational techniques applied in different sporting contexts.

- Performance profiling – uses and process, including:
  - eliciting constructs – ten psychological factors important to performance
  - assessment of constructs
  - utilising results from assessment
  - areas resistant to change.
- Goal setting:
  - timescale for goals – short, medium, long term
  - types of goals – performance, outcome and process, mastery and competitive
  - principles of goal setting – specific, measurable, action-orientated, realistic, time-bound, self-determined (SMARTS).

C2 Psychological interventions to influence self-confidence of sportspeople

Key principles, strengths, limitations and uses of techniques to influence self-confidence applied in different sporting contexts.

- Imagery – types and applications.
- Self-talk – types and uses.

C3 Psychological interventions to influence arousal levels of sportspeople

Key principles, strengths, limitations and uses of arousal control techniques applied in different sporting contexts.

- Relaxation techniques, including progressive muscular relaxation, mind-to-muscle techniques, breathing control.
- Energising techniques, including pep talks, listening to music, use of energising imagery.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand key psychological theories underpinning performance in sport		
A.P1 Explain key principles of theories of motivation and self-confidence in sport. **A.P2** Explain key principles of theories of arousal and anxiety in sport.	**A.M1** Discuss the extent to which psychological theories can account for changes in motivation, self-confidence and arousal levels of sportspeople.	**A.D1** Evaluate how far psychological theories can account for changes in motivation, self-confidence and arousal levels in sportspeople. **B.D2** Evaluate the impact on sports performance of the relationship between motivation, self-confidence and arousal levels.
Learning aim B: Investigate how psychological theories can be applied to sporting situations		
B.P3 Explain how motivation and self-confidence factors impact on sports performance. **B.P4** Explain how arousal and anxiety levels impact on sports performance.	**B.M2** Discuss how motivation, self-confidence, arousal and anxiety levels impact on sports performance.	
Learning aim C: Recommend psychological interventions to meet sports performance needs		
C.P5 Produce an outline programme of recommended psychological interventions to address the performance needs of a selected sportsperson. **C.P6** Explain the suitability of the programme to benefit a selected sportsperson.	**C.M3** Produce a programme of recommended psychological interventions for a selected sportsperson, analysing their suitability in addressing performance needs.	**C.D3** Produce a detailed programme of recommended psychological interventions for a selected sportsperson, evaluating their suitability in addressing performance needs.

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no specific additional requirements for this unit.

Essential information for assessment decisions

Learning aims A and B

Learners report on how psychological theories can be applied to understand motivation, self-confidence, arousal and anxiety, and how these states impact on the experiences and performances of athletes. Learners can use case studies of professional sports performers or their own experience of competing in sport.

For distinction standard, learners will demonstrate detailed knowledge of the key principles of a range of psychological theories that account for the positive and negative impact of motivation levels, self-confidence and arousal on sports performance.

Learners will evaluate psychological theories in context by drawing on highly relevant examples of sporting situations, expanding on their respective strengths and limitations and coming to a clearly reasoned assessment of the value of each theory in understanding how psychological factors impact on sports performance. The link between learners' evaluations of theories and supporting examples or case studies will be logical and thorough.

For merit standard, learners will draw out strengths and limitations of theories to put a balanced argument together on the extent to which psychological theories are able to explain how motivation, self-confidence and arousal levels change.

They will be able to show how motivation, self-confidence and arousal levels are linked through the use of a wide range of examples from different sporting situations and how changes in one factor can impact positively or negatively on one or more other factor, and the impact these changes have on sports performance. The link between learners' discussions of theories and the supporting examples or case studies will be consistently relevant.

For pass standard, learners will demonstrate knowledge and understanding of key psychological factors that illustrate how motivation, self-confidence and arousal levels impact on the performances of sportspeople.

They will show they have investigated these theories and linked them to broad sporting contexts, using some relevant examples that will enable them to interpret the experiences of sportspeople in high-pressure situations. The link between learners' explanations of theories and the supporting examples or case studies used will be appropriate but may be generic.

Learning aim C

Learners produce a programme of recommended psychological interventions to address the needs of a selected sportsperson.

For distinction standard, learners will produce a programme that demonstrates an in-depth knowledge of the principles that underpin a range of psychological interventions and how they work together to improve sports performance. They will evaluate their effectiveness by drawing out and expanding on the strengths and limitations of each intervention. They will make judgements about their value and show an awareness of what psychological skills are needed to enable sportspeople to use each intervention effectively.

For merit standard, learners will produce a programme that uses a range of psychological interventions, with justifications as to why they have selected certain interventions and not selected others. They will demonstrate that they have made their recommendations based on information they have collected about the performance of a selected sports performer. Learners will be able to explain how and when each intervention should be practised and learned, and when it should be used in relation to the timing of an event or competition.

For pass standard, learners will produce a programme that recommends appropriate psychological interventions in order to address the sports performance needs of a selected sportsperson. They will demonstrate knowledge and understanding by matching specific interventions to support the psychological needs of the chosen sportsperson.

Links to other units

This unit links to:

- Unit 1: Psychological Approaches and their Applications
- Unit 2: Conducting Psychological Research.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

4 Planning your programme

How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

How will my learners become more employable through these qualifications?

BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure and external assessment

Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

Key features of external assessment in applied psychology

In applied psychology after consultation with stakeholders, we have developed the following.

- *Unit 1: Psychological Approaches and Applications* – learners complete a written examination, demonstrating their knowledge and understanding of psychological approaches, including cognitive, learning, social and biological, which they apply to concepts including aggression, influence and gender. The assessment includes short- and long-answer questions relating to applied approaches.
- *Unit 3: Health Psychology* – learners complete a written examination, demonstrating their knowledge and understanding of psychological approaches, theories, and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to contexts. The examination includes short- and long-answer questions based on case studies related to stress, behavioural addiction and physiological addiction.

Units

The externally-assessed units have a specific format, which we explain in *Section 3*. The content of units will be sampled across external assessments over time, through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments. They give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners as with any assessment, the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. To allow your learners further opportunities for practice, an additional sample of each of the Pearson-set units will be available before the first sitting of the assessment.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping.
Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs. For all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.

- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.

- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning using appropriate self-management of tasks.

- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.

- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment

- clear instructions to the learner about what they are required to do, normally set out through a series of tasks

- an audience or purpose for which the evidence is being provided

- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for Conducting External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a Pass or above in all mandatory units, unless otherwise specified. Please refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units in a valid combination
- achieve the **required units at Pass or above** shown in *Section 2* and, for the Extended Diploma, achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	**90 GLH**
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	**120 GLH**
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

Calculation of qualification grade

Applicable for registration from 1 September 2018.

Certificate		Extended Certificate	
180 GLH		**360 GLH**	
Grade	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0
Pass	18	P	36
Merit	26	M	52
Distinction	42	D	74
Distinction*	48	D*	90

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2018

Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	90	Ext	Pass	9	
Unit 2	90	Int	Merit	15	The learner has achieved N or higher in Units 1 and 3, and P or higher in Unit 2.
Unit 3	120	Ext	Merit	15	
Unit 4	60	Int	Unclassified	0	
Totals	**360**		**P**	**39**	

The learner has sufficient points for a P grade.

Example 2: Achievement of an Extended Certificate with an M grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Near Pass	6
Unit 2	90	Int	Merit	15
Unit 3	120	Ext	Distinction	32
Unit 4	60	Int	Distinction	16
Totals	**360**		**M**	**69**

The learner has sufficient points for an M grade.

Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	90	Ext	Merit	15	
Unit 2	90	Int	Unclassified	0	The learner has a U in Unit 2.
Unit 3	120	Ext	Distinction	32	
Unit 4	60	Int	Merit	10	
Totals	**360**		**U**	**57**	

The learner has sufficient points for an M grade but has not met the minimum requirement for N or higher in Units 1 and 3, and P or higher in Unit 2.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This **specification** (for teaching from September 2018) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite, an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination, either: • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • using information or data to interpret and study key trends and interrelationships. Analysis can be through performance, practice, written, or less commonly, verbal presentation.
Apply	Learners use the principles and practices of new learning in new or unfamiliar contexts.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
Carry out	Learners demonstrate skills through practical activities, in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Discuss	Learners consider different aspects of: • a theme or topic • how they interrelate; and • the extent to which they are important. A conclusion is not required.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' enquiries should lead to a supported judgement, showing relationship to its context. This will often be in a conclusion. Evidence of explanations could be through visual explanations with annotations, as well as written work, presentation, performance or practice.
Examine	Learners select and apply knowledge to less familiar contexts.

Term	Definition
Explain	Learners' work shows clear detail and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Investigate	Learners' application of knowledge is based on personal research and development.
Justify	Learners are able to give reasons or evidence to: • support an opinion; or • prove something right or reasonable.
Perform	Learners can carry out or execute what needs to be done to complete a given activity.
Plan	Learners create a way of doing a task or a series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a plan or a report.
Recommend	Learners apply knowledge and understanding to new situations, providing an advisory, reasoned opinion or viewpoint that accounts for situation specific variables.
Review	Learners make a formal assessment of work produced. The assessment allows learners to appraise existing information or prior events, and reconsider information with the intention of making changes, if necessary.
Understand	Learners demonstrate knowledge related to defined situations.

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project / Pilot study	A self-directed, large-scale activity requiring, planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Report	An exploration of a topic, written or presented orally, used to demonstrate knowledge and understanding. The form of report can follow a given structure or be determined by the learner.
Offender profile	A set of assumptions arising from the application of criminal and forensic psychological methodologies to a given case study.
Programme of recommendations	A series of actions suggested by the learner in response to a case study or other stimulus. Recommendations will generally be supported by a rationale.

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BTEC Level 3 Nationals in
Applied Psychology

Certificate in Applied Psychology

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