

Getting Started:

Ways to teach and assess BTEC National Applied Psychology



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Aims for the session

1. Explore the course structure
2. Understand synoptic assessment
3. Tips for planning delivery and assessment
4. A first look at internal assessment
5. An introduction to external assessment
6. Support for you



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Key terms

- **Quality Nominee (QN)** – overall control of standards. Pearson's first contact with your centre.
- **Lead Internal Verifier (LIV)** – maintains standards within the qualification.
- **Internal Verifier (IV)** – verifies Assignment Briefs and assessments based on standards training from LIV.
- **Assessor** – assesses the student work. They often also write assignments and usually deliver the teaching and learning.
- **Standards Verifier (SV)** – external - work with you on Assignment Briefs, assessment plan and samples student work to ensure that the standards are being met.



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The course at a glance

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

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Tips for planning your delivery

Points to consider:

- the order in which you teach the units or topics within each unit, to ensure that they build on each other
- giving learners sufficient time to acquire the skills, knowledge and practice prior to taking an internal or external assessment
- preparing learners for the external assessment (and re-sits)
- staffing specialisms
- managing learner workloads

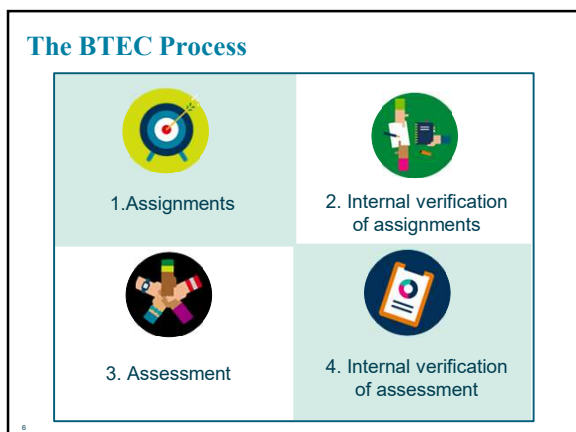
What key planning considerations are relevant for YOUR centre?

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The synoptic approach - Unit 2

- Synoptic assessment allows learners to show they can draw on skills and knowledge from right across the qualification content and apply it to a specific scenario.
- Synoptic assessment encourages learners to draw together all their learning from the other units into this final unit. It is assessed through an internal assignment/ task.
- The nominated synoptic unit depends on the qualification size being delivered.

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Introduction to assessment

The new BTEC Nationals use a combination of assessment styles, giving your learners the opportunity to:

- **showcase their skills and apply their knowledge** in an appropriate, **work-related context**
- provide **evidence of what they can do** when they apply to enter higher education or employment.

Assignments
Internal
Set and marked by: Centre
Verified by: Pearson

Written Exams
External
Set and marked by: Pearson

Pearson

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BTEC Assignments

AABs

- Centres can use authorised assignment briefs (AABs)

Adapt AABs

- Centres can adapt AABs to suit their centre / learners / resources
- Adaptions can be checked by the Assignment Brief Checking Service

Write your own

- Centres can choose to write their own assignment briefs
- These can be checked by the Assignment Checking Service

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Assignment design

Give opportunities to achieve all the pass, merit and distinction criteria within a learning aim

Not have more than the maximum number of assignments for the unit

Fit for purpose assignments

Meet the requirements of the assessment criteria and essential information

Can use a variety of different methods. Can be adapted to make reasonable adjustments



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Internal assessment



Key points:

- Assignment tasks should cover all assessment criteria within a learning aim
- Learner feedback rules apply
- One resubmission allowed – within 15 working days
- Retake opportunity if necessary



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Approaches to assessment

These must meet the requirements of the assessment criteria and essential information but centres can use any method that fits. For example:



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Internally assessed units

Mandatory

Conducting Psychological Research

- 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



Optional

- Criminal & Forensic Psychology
- Promoting Children's Psychological Development
- Introduction to Psychopathology
- Applied Sport Psychology

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Internal assessment

- The tutor must **not** provide specific assessment feedback on the evidence produced or confirm achievement of specific criteria before it is submitted for assessment.
- The assessor must **not** provide feedback or guidance on how to improve the evidence to achieve higher grades.
- The final assessment decision will be based on the assessment criteria achieved by the learner
- It is the definitive assessment and recording of the learner's achievement.
- Learners can be given a "mock" assignment brief prior to starting work on the assignment.



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Resubmissions and retakes

Resubmission of improved evidence:

- Lead IV can approve one opportunity to resubmit improved evidence based on the completed assignment brief, if they feel that the learner has not performed as expected.
- No further guidance permitted.
- 15 working days allowance of resubmission.

Retake:

- If after resubmission the learner has not achieved a Pass – the learners can be permitted to take a single retake opportunity using a new assignment.
- Retake may only achieve a Pass (exceptional circumstances).



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Internal assessment decisions

- To achieve a Distinction a learner must have satisfied all Distinction criteria along with the Merit and Pass criteria
- To achieve a Merit a learner must have satisfied all the Merit and Pass criteria
- To achieve a Pass a learner must have satisfied all the Pass criteria for the learner aims.

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Assessment decisions



Assessment decisions relate to the achievement of assessment criteria, with reference to:

- unit content
- command word
- essential information for assessment

Assessors should be satisfied that all relevant evidence required to meet the assessment criteria is:

- valid
- authentic
- sufficient
- ethics – obligations

Plagiarised evidence cannot be accepted for assessment

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Activity – command verbs

What is the correct response to the following:-

Analyse – A, B or C?

A: Learners present the outcomes 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.

B: Learners select and apply knowledge to less familiar contexts.

C: Learners present a careful consideration of varied factors or events that apply to specific situation or identify those, which are the most important or relevant and arrive at a conclusion.

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Activity – command verbs

What is the correct response to the following:-

Assess - A, B or C?

A: Learners use the principles and practices of new learning in new or unfamiliar contexts.

B: 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

C: 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.



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Activity – command verbs

What is the correct response to the following:-

Evaluate - A, B or C?

A: 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.

B: 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.

C: Learners' work draws on varied information, themes or concepts to consider aspects such as: Strengths and weaknesses, Advantages or disadvantages, Alternative actions, Relevance or significance. Learner's enquiries should lead to a supported judgment, showing relationship to its context. This will often be in a conclusion.



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Activity - Unit 2 assessment guidance

For which assessment criteria would you find this requirement?

Learning Aim A:

- a) *Produce a fully-focused evaluation of the reasons to conducting a psychological inquiry that justifies the personal and professional skills required to conduct research.*



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Activity - Unit 2 assessment guidance

For which assessment criteria would you find this requirement?

Learning Aim B:

- b) There may be some attempt to link research proposals to literature and methodologies, and references will be provided using academic conventions.



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Activity - Unit 2 assessment guidance

For which assessment criteria would you find this requirement?

Learning Aim C and D:

- b) The report will include an argument on the success of the research project, using feedback from others and self-reflection.
- c) There will be a discussion on how the pilot study could be adapted for a larger-scale research project



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Internal Verification



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Internal verification

Internal verification must ensure that:

- All assignment briefs are fit for purpose before being issued to learners
- All Assessors and all units are sampled
- Internal Verifier feedback is to the Assessor about the Assessor/brief writer's performance and **not** about the learners' performance
- The Internal Verifier and Assessor discuss and agree any action points
- Agreed action points are completed and signed off by the Internal Verifier
- Auditable internal verification templates are used and retained for minimum three years

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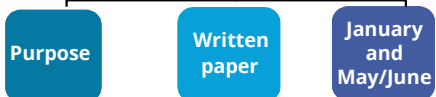
External Assessment



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External assessment – Unit 1

Psychological Approaches and Applications



- Written paper – 1.5 hours
- 72 marks available

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External assessment – Unit 1

Activity

Please review the Sample Assessment Material (SAM) and mark scheme for Unit 1.

What you think are some of the key assessment considerations and approaches for this unit?



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Tips for delivery for Unit 1



- Treat Unit 1 as 4 approaches rather than working through the specification as written.
- Use checklists per approach to check understanding.
- Students need to learn clear and precise definitions of all terms.
- Make sure that students know enough about the named studies to be able to answer questions.
- **More Tips are given within your resource pack.**

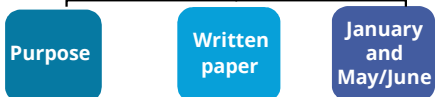


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External assessment – Unit 3

Health Psychology



- Written paper – 2 hours
- 70 marks available



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External assessment – Unit 3

- Learners will be assessed through 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 behavior and behavior change.
- Sample assessment materials will be available to help center's prepare learner for assessment.



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External assessment – Unit 3

Essential Content

- Learners will not be expected to have a detailed understanding of named studies – however, they should demonstrate an understanding of their key principles, alongside their strengths and limitations, and how they contribute to one's understanding of health behaviors.



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External assessment

Key terminology

- Approach
- Assess
- Define
- Discuss
- Evaluate
- Explain
- Identify



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Tips for delivery for Unit 3.



- Try and use a range of novel scenarios not only the ones taken from SAMs/live papers; use newspaper articles.
- Teach the specification logically rather than linearly
- Make sure students have enough knowledge to answer three & four mark questions.
- The fear of biology: stress can be stressful!
- **More tips within your resource pack.**

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Revision ideas and top tips

- SAMs can be used for practice with learners.
- Review the range of question types provided in the SAMs – provide an indication of how the assessment maybe structured.
- Command words – devise a range of questions – one for each command word that the learner could practice writing
- Share the tables of key terms – useful revision for mock tests

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Revision ideas and top tips

- Case study review
- Key principles, and strengths and weaknesses of case studies
- Review: additional guidance for Unit 1 and 3
- Review: Lead Examiner Report
- Review: Sampled marked learner work and mark scheme

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Support for externally assessed units

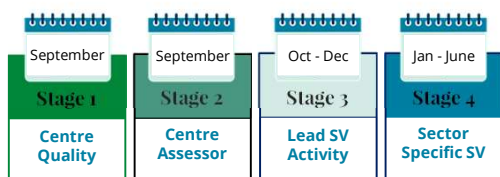
- **Exam Wizard** - create mock exams from a bank of past papers.
- **Result Plus** – detailed analysis tool of students’ responses to the exam questions.
- **Past Papers** – on the qualification website you can access past papers.
- **Digital Resources** – “Active Learn” or “Learning Hub”



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BTEC quality assurance cycle



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**BTEC
Support**



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Support for planning and teaching

Plan	Teach	Assess/Track
• Specifications • Sample Assessment Materials • Statement of Purpose • Schemes of Work • Mapping documents • Course Planners • Training Events	• Delivery Guide • Assessment Tracking • Mapping documents • Internal Assessment Guides • Sample Marked Learner Work	• Authorised Briefs • Past papers and mark schemes • Templates and tools • myBTEC • Quality Assurance Guides • Assignment Writing • Standards Verifier and quality review

Pearson paid-for resources and other publishers' resources that are endorsed for BTEC are not a pre-requisite for the delivery of Pearson's specifications.

Paid-for resources may also be available from other publishers.

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Your Subject Advisor



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