



# BTEC Level 3 National Extended Certificate (360 GLH) in Applied Psychology: timetabling and sample two year delivery plan

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## Audience

This document is aimed at supporting teachers and those delivering the BTEC National Extended Certificate in Applied Psychology qualification from September 2018.

## Introduction

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC National Extended Certificate in Applied Psychology could be delivered over two years, highlighting assessment milestones and indicating where you can teach units holistically.

## Key sections

The document focuses on key dates to plan around and an example of how the Extended Certificate can be structured, which is set out in the three sections below:

### Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery, alongside dates and links to further information.

### Section 2: Sample two year plan – delivery chart

A chart setting out the key deliverables against chosen units for the year.

### Section 3: Sample two year plan – detailed rationale

An in-depth rationale and explanation as to how the suggested plan was structured.

Further support can be found within the relevant specification on our website.



Below is an overview of how wider support also links to this document.

<b>Support</b>	<b>Purpose</b>
Delivery guides	A companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and sample assessment materials (SAMs). The delivery guides contain ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of these guides is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.
Authorised Assignment Briefs	Give scenarios and assignment tasks for each internally assessed unit, to be used either as they are set out or to inform your own planning.
Schemes of Work	Demonstrate how the unit content can be covered in the GLH while providing lesson ideas and highlighting links to other units to help you plan your teaching.
Sample assessment materials	Examples of how an externally assessed unit may be presented, with an accompanying mark scheme. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment that students will take. These cover both exams and tasks.



## Section 1: Guide to key dates

This plan shows the key activities and requirements for course delivery, alongside dates and links to further information.

Date	Action	Description	Resource/reference
August–October	OSCA (Online Support for Centre Assessors)	Centres need to register a Lead Internal Verifier (LIV) for each principle BTEC subject area. The LIV must download the OSCA materials and use it to standardise the assessment and delivery team for the programme.	Edexcel Online. Your Exams Officer can provide a login.
August/September	Assessment plan(s)	An assessment plan(s) must be in place to demonstrate that sufficient time is available to deliver and assess all the required units in a timely manner. More than one plan may be required if there are different groups working at different speeds.	Assessment plans are available <a href="#">here</a>
August/September	Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and that the equipment, resources and staff expertise will be available.	
September	Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements. Plagiarism, referencing, time management skills, importance of meeting deadlines and centre policies should be covered.	
October	Register your learners	Learner registrations need to be made by 31 October. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online
October	Exam entries	Units 1 and 3 – external assessment entries – January sitting (post-2019 only).	Edexcel Online



December-February	Allocation of Standards Verifier	The Standards Verifier should cover QCF and NQF programmes. They will need to see the assessment plan(s) and will agree a sampling schedule with the centre. They are available to give support and guidance.	The details of the Standards Verifier will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
January	External assessment	January sitting – post-2019 only.	ICEA document is available <a href="#">here</a>
February/March	External assessment entries	Units 1 and 3 – external assessment entries – summer sitting.	Edexcel Online
Mid-May–30 May	Internally assessed unit completed	Internally assessed unit needs to have been sampled and reported by 30 May.	A guide to Standards is available <a href="#">here</a>
May/June	Units 1 and 3	Units 1 and 3 external assessment – summer sitting.	
30 June	Second sampling completed	Second sampling of internally assessed units that were not released for certification must be complete.	
5 July	Certification claims made	The final date for certification claims to be made via Edexcel online for summer 2019.	



## Section 2: Sample two year delivery plan – delivery chart

This plan is intended to be used as guidance.

### Key

R = Revision for external assessment

EXT = External assessment

SA = Summative assessment

LA = Learning aim

### BTEC Level 3 National Extended Certificate in Applied Psychology (360 GLH)

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC National Extended Certificate in Applied Psychology could be delivered in two years, highlighting assessment milestones and indicating where you can teach units holistically.

The Level 3 National Extended Certificate in Applied Psychology suggests 360 guided learning hours (GLH), consisting of three mandatory and one optional unit (2 internally and 2 externally assessed units). Learners must complete and achieve a pass or above in the internal units; in the external units a 'near miss' (N grade) is available for those who do not achieve the marks for a pass. There is no mandatory requirement for a work experience placement within the qualification. However, learners may significantly benefit from access to local employers, health practitioners and a range of psychologists and psychology related practitioners (e.g. forensic psychologists; practitioners who work with children; clinical psychologists and psychotherapists; occupational therapists; practitioners in sport psychology) when completing both units. Guest seminars and case studies, especially for Unit 3 and the optional internal units (4–7), will also be advisable.



YEAR 1		Term 1															
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Psychological Approaches and Applications	90	2.6	External													
2	Conducting Psychological Research	90	2.6	Internal											SA LA A	SA LA A	SA LA A

YEAR 1		Term 2															
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25	
1	Psychological Approaches and Applications	90	2.6	External													
2	Conducting Psychological Research	90	2.6	Internal								SA LA B	SA LA B	SA LA B			



YEAR 1					Term 3										
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	26	27	28	29	30	31	32	33	34	35	36
1	Psychological Approaches and Applications	90	2.6	External					R	R	R	R	EXT		
2	Conducting Psychological Research	90	2.6	Internal	SA LA C & D	SA LA C & D	SA LA C & D	SA LA C & D							
3	Health Psychology	120	2.6	External						START UNIT 3					

YEAR 2					Term 1												
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Psychological Approaches and Applications	90	3	External	COMPLETED IN YEAR 1 – POSSIBLE RESIT OPPORTUNITY IN JANUARY												
3	Health Psychology	120	4.5	External													



5	Promoting Children's Psychological Development	60	2	Internal							SA LA A	SA LA A					
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YEAR 2					Term 2											
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	14	15	16	17	18	19	20	21	22	23	24	25
1	Psychological Approaches and Applications	90	3	External	R	EXT	EXT									
3	Health Psychology	120	4.5	External	R	EXT	EXT	RESIT OPPORTUNITY IN JUNE								
5	Promoting Children's Psychological Development	60	2	Internal								SA LA B & C	SA LA B & C	SA LA B & C		





YEAR 2					Term 3											
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	26	27	28	29	30	31	32	33	34	35	36	
1	Psychological Approaches and Applications	90	3	External	<b>RESIT OPPORTUNITY IF NOT USED IN JANUARY</b>			<b>R</b>	<b>R</b>	<b>EXT</b>	<b>EXT</b>					
3	Health Psychology	120	4.5	External	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>EXT</b>	<b>EXT</b>					
5	Promoting Children's Psychological Development	60	2	Internal												



## Section 3: Sample two year plan – detailed rationale

### Overview

This is a suggested plan for the **BTEC National Extended Certificate in Applied Psychology** qualification with 360 GLH. The plan is structured to allow for learners to complete a 180 GLH Certificate in the first year, before transferring to the Extended Certificate in the second year, if appropriate.

### Involving employers in the assessment/delivery

There is no mandatory requirement for a work experience placement within the qualification. Access to local employers through site visits, guest speakers or case studies will help learners to understand the unit content in vocational settings.

These guest speakers could be local health care practitioners, occupational or chartered psychologists who can talk about the different areas within psychology and progression if learners want to go on to careers within psychology, or from local universities.

### Which units are externally assessed?

Unit 1 Psychological Approaches and Applications and Unit 3 Health Psychology are externally assessed units assessed through a series of short- and long-answer questions, worth 72 and 70 marks respectively.

Units 1 and 3 will be first available in May/June 2019. Both units will then be available in January 2020 and May/June 2020 and in each subsequent year. Dates will be timetabled by Pearson.

Before the assessment, learners will be expected to gain experience at answering short and longer questions based on their knowledge of five different approaches, alongside how these approaches can be applied to contemporary issues in society such as aggression, and gender identity. Preparation for this unit should incorporate both written and practical activities in order to engage learners with the material, and formative assessments based on key concepts and approaches are also recommended. Learners will be expected, at times, to apply their knowledge to unique case studies, and stimulus material, therefore allowing learners experience both with real life and 'made up' scenarios, is essential.

It is important that learners are fully prepared for the assessments with appropriate revision time being made available before the external examinations. It is strongly recommended that external assessment is not attempted until learners have had sufficient opportunity to cover all the content of the unit(s) being assessed.



## Internal mandatory units

Unit 2 Conducting Psychological Research is the mandatory, synoptic internally assessed unit in the qualification. This unit allows learners to prepare and carry out a piece of practical research based on their knowledge of research methodology, as well as its relationship to policy and practice, reviewing its success, or limitations, after completion of the task. Your learners will also take one optional internally assessed unit.

You will need to prepare to assess using the guidance in Section 6 of the specification. 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 equipment.

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. One resubmission is allowed and it must be authorised by the Lead Internal Verifier, in accordance with resubmission rules.

## Suggestions for which units to teach in Year 1

The suggested delivery plan shows the two mandatory units (Units 1 and 2) being delivered in the first year of the programme. This would allow any learner who is unable to continue into Year 2 to claim the National Certificate, providing they have successfully completed the units.

The natural place to start is with Unit 1 Psychological Approaches and Applications, as this will give learners the basic concepts needed to complete the external assessment for Unit 1. This will then apply to their practical activity within Unit 2, which, in turn, has to be applied to one of the five approaches within Unit 1. It is important that the content of Unit 2 is taught as early as possible in the year, so as to allow learners time to complete their research study by mid-May. If learners are to be entered for the Unit 1 external assessment in June, then it may be beneficial for both units to run consecutively, as they do complement each other well. This will allow sufficient time for learners to complete their research study in time to meet the mid-May deadline for SV sampling.

It is not recommended that learners complete the Unit 2 research methods first. This is because learners will need knowledge of the five approaches to make an informed decision about the topic area they are going to focus on in their practical activity, and this will only come from completion of the first unit.



Whichever way the units are completed, centres are encouraged to timetable a period of induction for learners at the start of the programme, or at least at the start of each unit. This should include information on topics such as: the structure of the units; how to use an assignment brief; importance of command words; how to work to meet deadlines; consequences of not meeting deadlines; how to reference work; and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should also be explained.

Pearson has provided a set of *Skills for Learning and Work* activity sheets you may wish to use during induction.

**NB** internally assessed units can only be sampled when all learners have completed the unit, resubmissions have occurred and they have been assessed and internally verified. All units must be available for first sampling and reporting to have occurred by **30 May** in the year of certification. It is strongly recommended that the internally assessed unit is sampled in Year 1. If national standards have been met, all stakeholders will be reassured. Should the internally assessed unit not meet national standards, the standards verification report will give support and guidance to ensure second sampling can be successful in Year 2 of the programme.

Once assessment and standards verification has been completed in Year 1, the delivery plan indicates that the remaining time can be used to start delivering Unit 3. This will allow learners to attempt the external assessment in January of Year 2 and allow a resit opportunity in June, should it be required.

## Suggestions for which units to teach in Year 2

Two of the three mandatory units have been delivered in Year 1, leaving one externally assessed mandatory unit (Unit 3 Health Psychology) and one optional unit to be delivered in Year 2. Centres can choose the optional unit most appropriate to their circumstances. The four available optional units should meet the needs and interest of the learners while providing insight into specialisms within subject areas.

Unit 5 Promoting Children's Psychological Development has been selected as an example in this plan. However, if a different optional unit is chosen, then the timings for the summative assessment will be different, depending on the number of Learning aims/assessments.

The plan indicates that the optional internally assessed unit will begin in September of Year 2. If Unit 3 is attempted in January of Year 2, delivery of the optional unit can occur in time in term 2 that might otherwise have been used for delivery of Unit 3.