

**CURRICULUM MAP**

Subject	Pearson BTEC Level 3 National Extended Certificate in Applied Psychology
Subject Leader	Ms J Bremner

SCHOOL INTENT**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

The school aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

Psychology is the study of human behaviour, which strives to help us understand the way we think, act and feel in our everyday lives. Psychology challenges students to apply scientific techniques to study a variety of human phenomena such as children's development, mental disorders, stress and many more.

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.

We have constructed a curriculum that is engaging, ambitious, and it is designed to stretch and challenge all learners in our classrooms. Through excellent provision and planning, we aim to meet the needs of all learners, while still providing differentiation to support learners. We do this to ensure that all can access the curriculum and so that all can make expected progress.

KEY STAGE 5 RATIONALE/ INTENT


BTEC Level 3 National Extended Certificate in Applied Psychology provides a broad basis of study for the applied psychology sector and the course is designed to support RR6 learners' progression to higher education when taken as part of a programme of study. It provides the knowledge, understanding and skills that will prepare learners for further study, as well as transferable skills. RR6 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.



YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Unit 1: Psychological Approaches and Applications	Unit 1: Psychological Approaches and Applications	Unit 2: Conducting Psychological Research Coursework			Unit 3: Health Psychology
	A Key psychological approaches, their assumptions and concepts: A1 Cognitive approach • Key assumptions: • Key concepts: A2 Social approach • Key assumptions: • Key concepts: A3 Behaviourist and social learning approaches • Key assumptions: • Key concepts: A4 Biological approach • Key assumptions: • Key concepts:	B Application of psychological approaches: B1 Use of psychology to explain contemporary issues of aggression in society B2 Use of psychology in business to explain and influence consumer behaviour B3 Application of psychology to explain gender	Learning aim A: Understand research methods and their importance in psychological inquiry: <i>Processes, components and characteristics of psychological research methods.</i>	Learning aim B: Plan research to investigate psychological questions	Learning aim C: Carry out a pilot study to explore current issues in psychology Learning aim D: Review implications of research into psychological inquiry	A Lifestyle choice and health-related behaviour A1 Psychological definition of health and ill health, addiction and stress A2 Psychological approaches to health A3 Theories of stress, behavioural addiction and physiological addiction
KEY SKILLS	Learners must be able to understand and apply knowledge of key assumptions and key concepts as used to explain aspects of human behaviour	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. Learners should be able to demonstrate knowledge of the means used to influence behaviour. 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.	Learners must be able to: A.D1 Evaluate the importance of conducting research and the research process in psychological inquiry A.M1 Assess the principles and processes involved when undertaking 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	Learners must be able to: B.D2 Evaluate use of different research methods when planning research proposals in psychological inquiry B.M2 Assess different research methods when planning research proposals in psychological inquiry B.P3 Plan for a pilot study using appropriate methods B.P4 Explain proposals for own pilot study	Learners must be able to: 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.M3 Analyse findings from conducting own research using appropriate formats D.M4 Analyse own research findings using self-reflection and feedback from others 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 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	Learners must be able to understand and apply definitions and characteristics of health and ill health, addiction and stress. Learners will explore psychological approaches to health and suggest how these could be applied to different scenarios. Learners will explore theories of stress, behavioural addiction and physiological addiction, and apply these theories to different scenarios.




HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Learners will explore four key approaches in psychology – social, cognitive, learning and biological – and apply these approaches to issues relevant to contemporary society.</p> <p>Psychology will be a new field of study for our learners but we draw upon GCSE Maths, Science and literacy skills.</p>	Learners should build on their knowledge of psychological approaches and their applications from Unit 1: Psychological Approaches and Applications.			<p>Learners explore psychological approaches and theories related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts</p> <p>This unit links to:</p> <ul style="list-style-type: none"> • Unit 1: Psychological Approaches and Applications • Unit 6: Introduction to Psychopathology.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p>This unit gives the knowledge, understanding and skills relevant to higher education courses such as a BSc in Psychology. The unit is also useful to help progress to a range of vocational sectors where knowledge of psychology is helpful, including law enforcement, business and marketing, education and health care.</p>	This unit will provide important knowledge and skills that will help to prepare learners for a higher-education course such as a BSc in Criminology and Psychology, or combined, joint honour degrees in Psychology, Health and Social Care.			<p>This unit places an emphasis on applying health psychology in a vocational setting and gives learners the opportunity to develop their 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 learners 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</p>
ASSESSMENTS Summative and Formative as applicable	<p>Formative: constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p>Summative: Pupils sit a test at end of each learning aim to consolidate and assess knowledge and understanding</p> <p>Assessment fortnight (October).</p> <p>Pearson formal exam – January. Resit option in May/June</p>	<p>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.</p>	<p>A report discussing a proposal for a pilot study that takes account of research questions, methods, participants, procedures, time and organisational management.</p>	<p>A pilot study, including:</p> <ul style="list-style-type: none"> • 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. 	<p>Formative: constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p>Summative: Pupils sit a test at end of each learning aim to consolidate and assess knowledge and understanding</p> <p>Pearson formal exam – January. Resit option in May/June</p>
FEEDBACK LESSONS PLANNED	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</p> <p></p>				
SPECIALIST VOCABULARY	<p>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</p>	<p>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</p>			<p>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</p>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 				



YEAR 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Unit 3: Health Psychology		Unit 4: Criminal and Forensic Psychology			Unit of Work: Revision
	B Stress, behavioural addiction and physiological addiction B1 Stress B2 Physiological addiction (Smoking and Alcohol) B3 Non-substance-related addiction (Gambling and Shopping)	C Promotion of positive behavioural change C1 Theories of persuasion C2 Treatment and management of addiction and stress C3 Maintenance of behavioural change	Learning aim A: Understand different psychological approaches to explaining criminal behaviour <i>Key concepts of theories and research used to explain a variety of types of criminal behaviour.</i>	Learning aim B: Investigate punishment strategies and behaviour modification of criminal behaviour <i>Benefit to the individual and society of the application of behaviour modification strategies and punishment of the criminal.</i>	Learning aim C: Apply different methods to create an offender profile <i>Methods of offender profiling, advantages disadvantages and ethical considerations</i>	Retakes of Exams if required (Unit3)
KEY SKILLS	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. 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. 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.	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. 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. 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.	A.D1 Evaluate the use of psychological approaches and research to explain criminal behaviour A.M1 Discuss explanations of criminal behaviour using psychological research A.P1 Explain the use of psychological approaches to examine criminal behaviour A.P2 Explain research supporting psychological explanations of criminal behaviour	B.D2 Evaluate the impact of behaviour modification methods and punishment of criminal behaviour on the individual and society B.M2 Assess the effectiveness of behaviour modification and punishment methods on criminal behaviour, using psychological theories. 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	C.D3 Produce a comprehensive offender profile using different profiling methods, giving full justification for effectiveness of techniques used, 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.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.	Revisit Unit 3



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Learners explore psychological approaches and theories related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts</p> <p>This unit links to:</p> <ul style="list-style-type: none"> • Unit 1: Psychological Approaches and Applications • Unit 6: Introduction to Psychopathology. 	<p>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.</p> <p>This unit links to:</p> <ul style="list-style-type: none"> • Unit 1: Psychological Approaches and Applications • Unit 2: Conducting Psychological Research 			
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p>This unit places an emphasis on applying health psychology in a vocational setting and gives learners the opportunity to develop their 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 learners 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</p>	<p>This unit gives 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</p>			
FEEDBACK LESSONS PLANNED	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</p> 				
ASSESSMENTS Summative and Formative as applicable	<p>Formative: constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p>Summative: Pupils sit a test at end of each learning aim to consolidate and assess knowledge and understanding</p> <p>Assessment fortnight (October).</p> <p>Pearson formal exam – January. Resit option in May/June</p>	<p>A report detailing different theories and research used to explain criminal behaviour</p>	<p>A report exploring the effectiveness of different methods and punishments of criminal behaviour.</p>	<p>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</p>	
SPECIALIST VOCABULARY	<p>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</p>	<p>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</p>			
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 				