

# Application for Modification to the Approved Subjects List for University Entrance



## 1. Applicant Details

<b>Applicant group or organisation</b>	New Zealand Association of Psychology Teachers	
<b>Contact</b>	<b>Name</b>	
	<b>Title</b>	New Zealand Association of Psychology Teachers - Chair
<b>Contact details</b>		

## 2. Proposed Modification(s)

Please attach a separate document for each of the new standards as per section 4 (where applicable)

	<b>Addition of a new subject to the List</b>	
<b>Proposed subject to be added to the List</b>	Psychology	
<b>Number of standards to be added</b>	Five	
<b>Titles of standards to be added to the List</b>	1	Analyse the interaction between psychological approaches
	2	Analyse the significance of a key piece of research and its impact on society
	3	Conduct independent psychological research with consultation
	4	Analyse how theories are applied within a field of psychological practice
	5	Analyse a significant issue in psychological practice
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### 3. Outline the rationale for the proposed change

<p><b>The rationale for the proposed inclusion of the standard(s) and/or subject(s) on the list of approved subjects.</b></p>	<p>Achievement standards were recently developed at NCEA levels 1, 2 and 3. These have clearly met the standard for academic rigour required of achievement standards. They are contemporary and current and are not due for review until 2020.</p> <p>Psychology is a well-established and respected academic subject both in NZ and internationally. It is recognised overseas (in Australia, the UK, USA and Europe) as having parity with science and social science subjects.</p> <p>Psychology is a hugely popular degree level course in New Zealand. In 2018 Victoria University welcomed over 1000 first year psychology undergraduates. We understand numbers at other institutions to be comparable. It is anomalous that students who are well prepared for subject specific and general tertiary study are not currently able to use their secondary psychology qualifications to support their applications to university.</p> <p>As well as students taking psychology majors, huge numbers of students recognise the value of psychology and take minor papers to support their other subjects.</p> <p>Psychology is an established and growing career pathway. Studies in psychology can lead into or benefit careers in health, education, forensics, law enforcement and corrections, law practice, business and management, counselling, sports coaching, neuroscience and research among others.</p> <p>UE approval is becoming the benchmark. Many schools are now encouraging students to attain the UE qualification whether or not they plan to apply for degree level study. It is a means by which to differentiate high achieving students from those who have scraped through NCEA level 3 or obtained their level 3 qualification through unit standards.</p> <p>While psychology is not on the UE approved list students are actively discouraged from taking the subject and schools do not offer psychology courses. NZ students are missing out and are denied the opportunity to study a subject which is engaging, relevant, academically rigorous and develops all of the NZ curriculum key competencies.</p>
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### 4. Define the subject(s) in terms of the range of standards that will be available.

Please attach separate documents where applicable.

<p><b>Level 3 achievement standards derived from Level 8 of the New Zealand Curriculum or Te Marautanga o Aotearoa. Standards must be listed on the Directory of Assessment Standards (DAS).</b></p>	<p>Achievement standards have been recently registered at NCEA Levels 1, 2 and 3. These are:</p> <p>Level 1 - 91839, 91840, 91841, 91842, 91843</p> <p>Level 2 - 91844, 91845, 91846, 91847, 91848</p> <p>Level 3 - 91872, 91873, 91874, 91875, 91876</p> <p>All standards are internally assessed except for AS91876 which is externally assessed at Level 3. The first external assessment is due to take place November 8th 2018.</p>
<p><b>A standards matrix which shows the</b></p>	<p><a href="#">Psychology achievement standards matrix.</a></p>



levels, credits, and standards titles.	
Data trends regarding students achieving against the standards.	
References to the New Zealand Curriculum, or Te Marautanga o Aotearoa, and their associated Teaching and Learning Guides.	<a href="#">Level 3 New Zealand Curriculum (NZC) derived achievement standards.</a>

**5. Demonstrate how the subject(s) will equip students with the skills and knowledge that would:**

- i. contribute substantially to a student’s general ability to undertake a programme of degree-level study; and/or*
- ii. provide a foundation for study in a specific degree-level subject or discipline.<sup>1</sup>*

Please attach separate documents where applicable.

<p>A description outlining:</p> <ul style="list-style-type: none"> <li>• how the subject has the capacity to permit students to exhibit the high-level cognitive abilities for the credibility of the university entrance award</li> <li>• data trends of candidates that have shown the ability to perform at merit/excellence at Level 3.</li> </ul>	<p>NCEA level psychology courses prepare students for both general degree level study and for tertiary study in the specific subject area of psychology.</p> <p>Psychology is a hugely popular degree subject choice in New Zealand. The recently developed NCEA standards were developed in consultation with staff from university psychology departments. Subject specific topics and content provide a foundational understanding of approaches, perspectives, research methods, issues and debates and fields of work in psychology.</p> <p>All level 2 and 3 standards have been approved for University Entrance literacy requirements in reading. The external at level 3 (AS91876) has been approved for both reading and writing UE literacy credit.</p>
<p>Other useful information might include:</p> <ul style="list-style-type: none"> <li>• highlighting an appropriate tertiary path for students in this subject</li> <li>• impacts of list inclusion or non-inclusion</li> <li>• the impact of the addition of a new subject on the existing range and uptake of approved subjects</li> <li>• the accessibility of the subject for all students</li> <li>• the nature of programmes or likely programmes in schools</li> <li>• the capability, capacity, and sufficiency of qualified teachers to support the delivery of courses in the proposed subject</li> <li>• general teacher expertise and support networks.</li> </ul>	<p>Psychology requires students to be literate, to understand the need for evidence and strong data, to think critically about the methods used to conduct research into human thought and behaviour, to understand and question the scientific method, to connect theory to real world situations, to develop understanding of themselves and others, to work collaboratively, to develop primary and secondary research skills, to communicate and express their views clearly both verbally and in writing.</p> <p>Students are encouraged to design and conduct their own research study in AS91874, to analyse and critically discuss their findings and, often, to produce a lab report. This is an example of a subject specific skill which segues directly into undergraduate psychology practices.</p> <p>NZAPT has worked directly with various university psychology departments to enhance our provision of subject specific skills and content and to ensure a smooth transition for students from high</p>

<sup>1</sup> The overall purpose of the common entrance standard.



	<p>school to degree level psychology courses.</p> <p>University psychology department staff have hosted workshops at our professional development workshops over the last 2 years and have attended development sessions provided by NZAPT for teachers. Our working relationship is strong, professional and committed to enhancing learning opportunities for our students.</p> <p>Psychology and psychological research findings are increasingly important in an increasing range of contexts. Companies and organisations rely on psychological findings to increase sales or products, to increase workforce productivity, to enhance individual well-being, to navigate and further technological developments, to understand the effects of societal change on individuals and to manage health issues among many others.</p>
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## 6. Evidence of consultation with key stakeholders

Consultation with, and support from, members of the national association or organisation and/or similar bodies; and other relevant tertiary, professional and/or community groups.

Stakeholder name (Individual, group or organisation)	Reason for Inclusion (Why they are appropriate, credible, representative)	Nature of involvement (What contribution they made to the process)
Victoria University School of Psychology		
Massey University School of Psychology		
The University of Otago Department of Psychology		
The University of Waikato		
Rangiora High School		
Whanganui Girls' College		
Cambridge High School		

## 7. Attachment Checklist

Evidence required	Attached	No. of attachments
A standards matrix	<input checked="" type="checkbox"/>	1
An outline of proposed programme structure(s)		
A programme matrix		
An outline of how to achieve the proposed subject for UE		
Copies of the listed achievement standards	<input checked="" type="checkbox"/>	15
Copies of assessment support materials	<input checked="" type="checkbox"/>	19



Separate document(s) for each subject you are commenting on (prepare in Word Template – upload PDF version when applying, and then email Word documents to Qualifications Services, [UEchanges@nzqa.govt.nz](mailto:UEchanges@nzqa.govt.nz) with the subject name in the Subject line).



**Additional information (optional)**

- The [Business Case](#) for developing achievement standards for secondary school psychology.