



Higher National Unit specification

General information for centres

Unit title: History and Archaeology: An Introduction

Unit code: F3SN 34

Unit purpose: This Unit is designed to introduce candidates to History and its associated archaeology. Candidates will gain knowledge of the archaeological background to settlement and land use, and the techniques for managing archaeological sites. The Unit also gives practical experience in recognising types of archaeological sites in the field.

On completion of the Unit the candidate should be able to:

- 1 Describe historical periods and their associated archaeological evidence.
- 2 Perform archaeological survey techniques.
- 3 Describe good practice for the management of archaeological sites.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However it would be beneficial if the candidate had an interest in history and archaeology.

Core Skills: There are opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: The Unit may be assessed by one assessment which could be an integrated case study or an investigative report.

Higher National Unit specification: statement of standards

Unit title: History and Archaeology: An Introduction

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe historical periods and their associated archaeological evidence

Knowledge and/or Skills

- ◆ Historical periods
- ◆ Archaeological evidence

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can for a country of choice:

- ◆ select three historic periods and describe one key archaeological evidential feature from each period
- ◆ describe the major changes in archaeological evidence between these periods

Assessment Guidelines

One case study or may be used covering all aspects of this Outcome. Alternatively, all Outcomes could be assessed using one integrated assessment based on a case study or investigative report. See further details in the Assessment Guidelines for Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: History and Archaeology: An Introduction

Outcome 2

Perform archaeological survey techniques

Knowledge and/or Skills

- ◆ Sources of recorded evidence
- ◆ Investigative techniques: invasive and non invasive
- ◆ Landscape reading for history and archaeology

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ perform an investigation of an archaeological site to uncover survey source material
- ◆ explain invasive and non invasive survey techniques
- ◆ perform landscape reading techniques to detect features which may assist in an archaeological investigation

Assessment Guidelines

One case study or may be used covering all aspects of this Outcome. Alternatively, all Outcomes could be assessed using one integrated assessment based on a case study or investigative report. See further details in the Assessment Guidelines for Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: History and Archaeology: An Introduction

Outcome 3

Describe good practice for the management of archaeological sites

Knowledge and/or Skills

- ◆ Archaeological site legislation
- ◆ Statutory and non statutory bodies
- ◆ Site conflicts
- ◆ Visitor management techniques

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the principal current key legislation relating to archaeological sites
- ◆ explain the role of one key statutory and one non statutory body involved in the management of archaeological sites
- ◆ describe at least three potential conflicts between protection and promotion of sites and give a working example for each of how effective visitor management could reconcile these conflicts

Assessment Guidelines

One case study or may be used covering all aspects of this Outcome. Alternatively, all Outcomes could be assessed using one integrated assessment based on a case study or investigative report. Careful representation of case study details or site selection would allow all Outcomes to use common details to generate the necessary evidence.

Administrative Information

Unit code: F3SN 34

Unit title: History and Archaeology: An Introduction

Superclass category: DC

Original date of publication: August 2008

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: History and Archaeology: An Introduction

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The Unit is intended to be a general introduction to History and Archaeology for candidates with no previous knowledge or experience of the subject and could provide a basic background for other programmes of study such as Countryside Management, Visitor Management, and Heritage Management.

These support notes are written in the context of Scottish and UK History and Archaeology.

History and archaeology are significant shapers of our present landscape and an understanding of this is important for candidates wishing to work in land use sectors. Therefore candidates need to be aware of the different historical periods and the associated evidence and understand the legislation relating to protection of archaeological remains. In examining archaeological periods, from the Mesolithic to the present day, it is recognised that time constraints will prevent an in depth analysis. Therefore, although all periods could be considered it may be advisable to concentrate on periods that are appropriate to the candidates' areas of study.

A knowledge of information sources, eg map evidence from source databases, and how to carry out secondary research and undertake literature searches into published results of previous investigations is essential for candidates so that they can access and interpret material. Candidates should be encouraged to carry out their own research to source information relating to sites or areas relevant to their study. Candidates could be introduced to basic techniques of archaeological research, with the emphasis on the damage that can be done by ill-advised or unstructured investigations. Investigative techniques such as invasive and non invasive surveys and landscape reading for archaeology and history are introduced. Ideally candidates should have the opportunity of viewing archaeological excavations in progress, although it is recognised that this may not always be possible. Non invasive techniques, from simple landscape reading to geophysical prospection etc should be discussed and the appropriateness of their use considered.

Candidates will develop an understanding of the various current designations relating to history and archaeology, eg scheduled ancient monuments, planning advice notes, planning policy guides (or current equivalencies). The role of bodies involved covers both statutory bodies and charity and voluntary bodies. The latter will cover national groups. Local archaeological societies and case study of work undertaken by local groups could be included in coursework to demonstrate the value of these groups.

Visitor management issues relating to history and archaeology include: health and safety, erosion, visitor perception and landscape perception and the need to avoid damaging the archaeological resource. Methods for reducing conflict include interpretation using appropriate media, controlled access and education.

Higher National Unit specification: support notes (cont)

Unit title: History and Archaeology: An Introduction

Although written in the context of countryside and environmental studies, the Unit is applicable to a wide range of programmes and could be contextualised, by the use of site visits and exemplars, to suit other individual programme needs such as heritage and visitor management. Delivery of the Unit will be enhanced by extensive use of site visits. It is possible to deliver the Unit through the use of extended field visits and appropriately guided project work.

Candidates could be encouraged to work in groups or teams for much of the research and field work. There are opportunities for presentation work and self and peer assessment of these within the Unit.

The Unit may be assessed by one integrated piece of coursework which could incorporate literature research on an actual site, candidates own field assessments, the placing of that work in a legislative and landscape context and examining the visitor management on the sites, or hypothetical situations, eg placing an actual archaeological site in an imagined context such as a country park.

Opportunities for developing Core Skills

There are opportunities to develop communication skills in this Unit. If a written investigative report is selected by candidates as the evidence choice it may contribute to the development of the Core Skill component Written Communication of the Core Skill *Communication* at SCQF level 6 if it is written clearly, well structured and referenced correctly.

Open learning

The Unit is not ideally suited to delivery by distance learning as it could involve a number of site visits. While the general principles of History and Archaeology could be delivered through guided learning, site visits are a worthwhile element.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: History and Archaeology: An Introduction

The Unit is intended to be a general introduction to History and Archaeology for candidates with no previous knowledge or experience of the subject and could provide you with a basic background for other programmes of study such as Countryside Management, Visitor Management, and Heritage Management.

History and archaeology are significant shapers of our present landscape. An understanding of this is important for you especially if wishing to work in land use sectors where you may need to be aware of the different historical periods and the associated evidence and also understand the legislation relating to protection of archaeological remains.

Delivery of the Unit will be enhanced by extensive use of site visits and appropriately guided project work.

The Unit may be assessed by one integrated piece of coursework which could incorporate literature research on an actual site and candidates own field assessments.

There are opportunities to develop the Core Skills of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.