



Higher National Unit specification: general information

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

Unit code: FK8V 35

Superclass: EE

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Unit purpose

The Unit builds upon candidates' knowledge and understanding of sociological thinking, perspectives, concepts and theories. The Unit will enable candidates to analyse and evaluate sociological and social theories, and their application to sociological studies and a selected range of contemporary sociological topics. This Unit is intended for those candidates who already have a basis of knowledge and understanding of sociology and wish to develop this further.

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

- 1 Critically analyse key contributions to sociological debates in different topic areas.
- 2 Critically evaluate key contributions to sociological debates in different topic areas.

Recommended prior knowledge and skills

Candidates should possess good communication skills. Other knowledge, skills and experience relevant to the Unit would be beneficial, such as, research skills.

In addition, candidates would benefit from achievement of HN Unit *Sociology A: Introduction to Sociology* and HN Unit *Sociology B: Applying Sociological Theories and Studies to Sociological Topics*.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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.*

General information (cont)

Core Skills

There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Information and Communication Technology* at SCQF level 5 and *Problem Solving* 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

This Unit will be assessed using two instruments of assessments, as follows:

- 1 One closed-book instrument of assessment of approximately 1000 words covering all Evidence Requirements for **one** topic.
- 2 One open-book instrument of assessment of approximately 2000 words covering all Evidence Requirements for **one** topic.

An exemplar Instrument of Assessment and marking information has been produced to indicate the national standard of achievement required at SCQF level 8.

Higher National Unit specification: statement of standards

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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

Critically analyse key contributions to sociological debates in different topic areas.

Knowledge and/or Skills

- ◆ Key sociological or social theories that inform debates around three topic areas.
- ◆ Relevant studies that support sociological or social theories around three topic areas.
- ◆ Concepts, ideas and viewpoints that support or contest arguments that underpin the chosen theories and studies for three topic areas.

Outcome 2

Critically evaluate key contributions to sociological debates in different topic areas.

Knowledge and/or Skills

- ◆ Strengths and weaknesses of key sociological or social theories that inform debates around three topic areas.
- ◆ Strengths and weaknesses of relevant studies that support sociological or social theories around three topic areas.
- ◆ Concepts, ideas and viewpoints that support or contest arguments that underpin the chosen theories and studies for three topic areas.

Note: Topics chosen should come from **topics listed in support notes**. Studies refer to any academically published sociological or social science writing.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can, for each assessment question:

- ◆ apply at least **three** contrasting sociological or social theories that inform debates on one topic for the open-book assessment; apply **two** contrasting sociological or social theories that inform debates on one topic for the closed-book assessment.

Higher National Unit specification: statement of standards (cont)

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- ◆ critically analyse the similarities and differences between at least **three** contrasting sociological theories in relation to one topic for the open-book assessment; critically analyse the similarities and differences between only **two** contrasting theories in relation to one topic for the closed-book assessment
- ◆ critically evaluate the strengths and weaknesses of at least **three** contrasting sociological or social theories that inform debates on one topic for the open-book assessment; evaluate the strengths and weaknesses of only **two** contrasting sociological or social theories that inform debates in relation to one topic for the closed-book assessment
- ◆ critically analyse and evaluate at least **three** relevant sociological or social theory studies that support different theoretical views and interpretations in relation to one topic for the open-book assessment; critically analyse and evaluate only **two** relevant sociological or social theory studies that support different theoretical views and interpretations in relation to one topic for the closed-book assessment
- ◆ critically analyse and evaluate concepts, ideas and viewpoints that support or contest arguments that underpin the chosen theories and studies and contribute to debates around different topics
- ◆ integrate/synthesise knowledge and understanding and present evidence and arguments in a logical and coherent way
- ◆ outline a conclusion that evaluates different contributions to the debates

Both Outcomes will be assessed within the closed-book assessment and the open-book assessment. The candidate will study at least three theories and three studies in relation to three topic areas, but only two topics will be selected for assessment purposes. One topic will be assessed within the closed-book exercise and one topic will be assessed within the open-book exercise.

Within the open-book assessment, candidates must cover **three** theories and **three** studies that inform sociological debates around one topic. Within the closed-book assessment, the Evidence Requirements for Outcomes 1 and 2 are assessed on a basis of sampling with two theories and studies being assessed for one topic.

Three or more theories and **three** or more studies that inform sociological debates around each topic must be taught and available for assessment. However, candidates need only discuss **two** theories and **two** studies that inform sociological debates around one topic that is assessed in the closed-book assessment. **The sample chosen for assessment purposes must change each year.**

In the open-book assessment, regardless of the assessment method chosen, the candidate must submit a bibliography presented in a standard referencing format, such as Harvard.

Assessment Guidelines

There is a wide variety of methods of assessment that would allow candidates to meet the Evidence Requirements. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that prior verification would help to ensure that the national standard is being met.

Higher National Unit specification: statement of standards (cont)

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

Both Outcome 1 and Outcome 2 should be assessed holistically for each assessment.

In summary, candidates will undertake **two** assessments covering **three** topics in total, each testing both Outcomes.

The assessor should determine which topic should be used for the open-book assessment and which other two topics should be chosen for the closed-book assessment.

The part of the Unit that will be assessed by a closed-book assessment means candidates should be assessed without the use of notes, textbooks, VLE or other materials in a supervised setting.

This assessment could take the form of a set of unseen structured questions requiring a response of approximately 1000 words across all questions *or* an essay, also requiring approximately 1000 words *or* an oral response to set questions requiring the candidate to respond in sustained detail for approximately 8 minutes *or* an oral presentation of approximately 8 minutes duration *or* another method decided by the centre. As this is a closed-book assessment, it would not be appropriate for candidates to use visual aids (such as Powerpoint presentations or posters) in the oral presentation, rather it would be sustained presentation without aid of notes. Broad guidance on the area to be assessed will be given one week prior to the assessment date. It is likely that if it is a written assessment it will take 90 minutes to complete.

The part of the Unit that will be assessed by an open-book assessment means that candidates will be allowed access to materials (eg text books, notes, VLE).

This assessment could take the form of an open-book essay *or* set of structured questions with an expected candidate response of approximately 2000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of approximately 15 minutes in presentation or explanation of the poster *or* any other method that is appropriate to meet the Evidence Requirements. Candidates could also provide the Evidence Requirements in the form of an individual Blog or creation of a website, with approximately 2000 words.

It is possible to combine the oral presentation with the poster exhibition, where the candidate covers Knowledge and/or Skills of applying sociological theories to a sociological topic in a poster and covers the contribution of sociological studies to the topic in a presentation on the same occasion. Where this is the case, the total time for all aspects would be 15 minutes (rather than 15 minutes each). See 'Guidance on delivery and assessment' for further details. It is recommended that oral presentations are recorded in some form.

NB: It is important that the language used in the assessment instrument reflects SCQF level 8 in each type of task.

Higher National Unit specification: support notes

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

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 80 hours.

Guidance on the content and context for this Unit

This is one of a suite of Units that covers Sociology within HNC/D Social Sciences Group Awards. This Unit leads on from *HN Unit Sociology A: Introduction to Sociology* and *HN Unit Sociology B: Applying Sociological Theories and Studies to Sociological Topics*. The Unit can be taught as a free-standing Unit or as part of the HND Social Sciences Group Award.

Candidates should be introduced to theories and studies in **three** different topic areas in order to broaden and deepen sociological understanding, though only two topics will be made available for assessment. The aim of the Unit is to offer candidates and centres as much flexibility as possible in terms of sociological topics and the debates and issues associated with them. The application of at least **three** theories and at least **three** studies to each of **three** topics chosen from the list below will allow substantial scope for broadening and/or deepening sociological understanding of each of the chosen topics.

NB: Candidates may use different combinations of theories and studies for each topic, as appropriate.

In order to allow as much flexibility as possible a list of topics from which to choose is provided. The intention here is to allow choices which reflect individual interests and specialism and which also satisfy the requirements of higher education institutions with which articulation is possible.

The topic areas for the Unit cover a range of contemporary sociological topics:

- ◆ Popular culture
- ◆ Religion
- ◆ New social movements
- ◆ Social control
- ◆ Nations and communities
- ◆ The city
- ◆ Consumer culture
- ◆ Body and self
- ◆ Globalisation
- ◆ Sport and leisure
- ◆ Social policy
- ◆ Social research
- ◆ Ageing and the life course
- ◆ Social Theory

Higher National Unit specification: support notes (cont)

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

Guidance on the delivery and assessment of this Unit

The HN Unit *Sociology C: Analysing and Evaluating Sociological Debates* covers a range of sociological theories. For both Outcome 1 and Outcome 2, at least three key theories and at least three studies that inform debates in each of three different topics must be taught and available for assessment, though only two topics will be assessed.

For assessment purposes, candidates are required to cover all three theories and all three studies for the topic covered in the open-book assessment, but are only required to cover two theories and two supporting studies for the topic covered in the closed-book assessment. Candidates may use different combinations of theories and studies for each topic, as appropriate.

Theories can be drawn from 'classical' sociological theories or from modern social theories. The following are only suggestions: Marxism, functionalism, structural functionalism, social Darwinism, social action, symbolic interactionism, ethnomethodology, rational exchange theory, critical theory, cultural studies, post-structuralism, figurationalism, structuration theory, world systems theory, modernisation theory, dependency theory, semiotics, feminism, postmodernism.

Once the topics have been chosen, it may be appropriate to set the open-book assessment on the first topic covered, thus setting the closed-book assessment on one of the other two topics. Alternatively, the first two topics may be covered in learning and teaching and then the closed-book assessment may be set on one of the two topics. The open-book assessment could then be set as an end of Unit assessment.

Centres should design an appropriate assessment instrument based on a method that is suitable in allowing candidates to meet the Evidence Requirements. This can be written or oral (depending on the needs of the candidates and the organisational aspects for the centre in choosing particular methods). If an oral method is chosen, it is recommended that centres record this (either by DVD or digital recorder etc.) or provide assessor notes on the presentation for external verification purposes. Oral presentations must be done individually as each candidate has to show evidence of meeting all Evidence Requirements, so a group presentation would not be suitable. A centre can choose to use a mixture of methods across a cohort, as it may be more suitable for some candidates to give a written response and for others to use an oral method.

If the centre is using a Blog or creation of a website as the way of gathering evidence, this should not be in the public domain. Rather it should be on an Intranet or private area of a VLE to reduce the likelihood of plagiarism. Authentication of the candidate's work is essential. It would be helpful to collect notes or PPT presentation materials from the candidate as further evidence of meeting SCQF level 8 in the presentation.

Each assessment should invite candidates to discuss the questions in the context of contrasting theoretical perspectives. The candidate has some flexibility in determining the theoretical approaches that they wish to use. They could introduce additional theories as part of their analysis and evaluation, if they thought it would enhance their discussion.

Higher National Unit specification: support notes (cont)

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

Relevant studies should be used to provide evidence in support of each of the perspectives being used to discuss the topic. At least one study to support each of the two main theories discussed will be used, though candidates may also want to introduce further studies to support any additional theories that they may introduce. Effective application of the theories to the topic(s) and the studies to support each of the theories would demonstrate that candidates have understood both the topic(s) and the theoretical approaches to the topic(s) as well.

Importantly, candidates should provide evidence of having engaged with debates in sociology; that they do so on the basis of sociological literature (citing theorists, authors, studies, dates); and that they demonstrate reasonably high level skills of analysis and evaluation. For instance, candidates will be expected to have moved beyond straight forward dichotomous debates such as structure / agency, consensus/conflict, to consider theories and studies that aim to critique, reconcile or synthesise such dichotomies. Debate can occur around, for example, a theoretical tradition, such as humanist versus structuralist Marxism or debates that are central to a specific topic.

The Unit is aimed not just at developing skills that focus on explaining and evaluating, but also at introducing candidates to a reasonably extensive body of knowledge. Three topics will be covered in a notional 80 hours, giving centres approximately 26 hours of learning and teaching time per topic. Written assessment produced outside of class contact time will increase the range of material that could be covered.

The Unit can be delivered in a flexible way to best suit lecturer expertise, candidates' needs and time constraints. This could include formal lectures, group discussions, class exercises, tutorials, seminars and the use of audio/visual stimuli.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources in researching the topics. They should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information meeting SCQF level 8.

NB: It is anticipated that candidate responses at SCQF level 8 will be more critically analytical and critically evaluative than at SCQF level 7. Descriptive responses should be minimal. Levels of integration/synthesis of knowledge and understanding are likely to be reasonably sophisticated at SCQF level 8.

Centres should make sure they can authenticate a candidate's work for the open-book assessment. This may be done by questioning a candidate about their work, by seeing drafts of work under construction, by having partial write-up in presence of assessor or by using an anti-plagiarism tool, such as Turnitin or SafeAssign, which checks Internet sites.

Higher National Unit specification: support notes (cont)

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

Remediation for the closed book assessment could be done by oral clarification for minor omissions or to clarify minor detail. If additional information is required this can be added, as long as it is in total approximately 100 words or less per outcome. If these conditions cannot be met, then the candidate should be reassessed using a different set of questions.

Remediation for the open book assessment should be done by a review of the original work. Candidates should be asked to hand in a complete piece of work, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite their work to a prescribed format if it did not meet requirements. Oral clarification could be used for minor omissions or to clarify minor detail. If it is thought appropriate that a candidate tackle a different topic or question, then that new submission would count as a reassessment.

In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. However, where more work is required to meet the evidence requirements (eg where the quality of evidence is poor in a presentation) another presentation of the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as reassessment.

Centres should structure the teaching programme to allow time for development of Core Skills and other transferable skills and for assessment practice within the notional hours suggested.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the development of Core Skills of *Communication, Problem Solving, Working with Others and Information and Communication Technology*. It can also support the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

It is possible to develop **Communication at SCQF level 6** if the assessment takes the form of an essay/report or oral presentation. **For written communication at SCQF level 6 the skill is: produce well structured written communication on complex topics.** To develop this skill candidates can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate. Candidates should convey complex ideas in a well-structured and coherent way. This can be stressed in delivery and in formative work, as well as being considered in summative assessment.

Higher National Unit specification: support notes (cont)

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

The candidates could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays on each topic or on a major theorist, without being formally assessed for certification of Core Skill. The topics that centres can choose are complex so should easily fit with SCQF level 6.

It is important to develop report writing or essay-writing skills for candidates' future progression. In doing this candidates should also be encouraged to use an appropriate referencing method, such as Harvard, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing.

For oral communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic. In both formative and summative assessment the candidate could be encouraged to give a detailed oral presentation on the topic chosen for summative closed-book assessment which could be used as formative work, as these would be sufficiently complex. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage candidates to work in a small group, with a few people contributing to the presentation. This could be on a particular theory, with associated study, a particular subtopic or for a whole topic. This may allow a candidate to experience the demands of oral presentation before choosing this as an option for summative assessment of the Unit (if the centre is able to give that choice).

As it is important that candidates submit a bibliography (or reference section) in a standard format, such as Harvard, for the summative assessment, even oral assessment methods should incorporate an appropriate bibliography.

For the Core Skill of *Information and Communication Technology* at SCQF level 5 the skills are: 'Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks' and 'Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks'. This Unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. A summative assessment using ICT presentation methods is also possible. Specific areas of accessing information using Internet searches or VLE use and providing and creating information can be developed in such tasks. Creating a Blog or a website for the summative assessment is another way in which this Core Skill can be developed. This could be used where candidates (and their lecturer) have particular skills and interest in ICT.

Higher National Unit specification: support notes (cont)

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For the Core Skill of *Working with Others* at SCQF level 6, the skills are ‘Working Co-operatively with Others’, ‘Review Co-operative Contribution’. Candidates will be involved in complex interactions, work with others co-operatively on an activity and/or activities, which can be done as a group (although the reporting should be done individually to ensure each candidate meets all Evidence Requirements). It would be appropriate to encourage candidates to reflect on their own contribution to any group activity, whether that is a formative oral presentation on a topic or the research investigation for summative assessment.

The Core Skill of *Problem Solving* can be developed at SCQF level 6 throughout this Unit particularly in planning the tasks. Tutors should encourage learners to explore appropriate strategies for managing their time and evaluating the considerable amount of data available on the topics contained in this Unit. Tutors may actively choose to further develop this skill by setting tasks for group activity and arranging joint information feedback sessions. This could contribute towards the component **Critical Thinking** where the general skill of **‘analysing a complex situation or issue’** will be developed, the component **Planning and Organising** where the general skill of **‘planning, organising and completing a complex task’** and the component **Reviewing and Evaluating** where the general skill of **‘reviewing and evaluating a complex problem solving activity’** can be developed. This Core Skill could be developed without formal certification.

Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for candidates to take responsibility for learning by encouraging the development of research skills via the Internet or using text books.

Curriculum for Excellence

The Curriculum for Excellence aspires to place learners at the centre of the curriculum and develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. These four capacities will be developed throughout this Unit.

This Unit will develop the literacy and communication skills of the learners by way of formative and summative assessments. Independent learning is required throughout this unit, whilst the opportunity is available for group learning through formative tasks. The discipline of sociology demands independent and critical thinking that enables learners to reach satisfactory conclusions about the relationship between the individual and society. There is further opportunity to develop ICT and research skills through the internet, the production of word documents, PowerPoint presentations, academic posters, blogs and/or the creation of a wiki or website. Collectively the development of these skills contributes towards the creation of a **Successful Learner**.

Higher National Unit specification: support notes (cont)

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

Time management skills should improve during the delivery of this Unit, as should the ability to relate and work with others through formative tasks. The topics in Sociology 'C' should allow learners to develop knowledge and understanding of their relationship to society and the social world around them, and encourage the expression of a range of personal and informed opinions on this relationship within the classroom setting. This should lead to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the Unit.

Sociology 'C' can also contribute to learners becoming **Responsible Citizens** by encouraging learners to develop a critical understanding of the workings of society and their place in it. Sociology allows the opportunity to consider a range of complex issues and an understanding of different sociological, historical, psychological, ethical, moral and political viewpoints around issues of gender, sexuality, disability, ethnicity, social class, national and cultural identity.

Learners can become **Effective Contributors** to society by learning to work together effectively in teams within the class setting. This can be achieved through group work where they can apply critical thinking within new contexts. In planning group tasks, evaluating data and presenting their findings, learners will also develop problem solving skills. Both oral and written communication skills will also be developed. This can be achieved through written work, PowerPoint presentations, academic posters, blogs and/or the creation of a wiki or website.

All these skills are achievable within the Unit.

Open learning

This Unit could be delivered by open or distance learning; however, it would require planning by the centre to ensure sufficiency and authenticity of candidate evidence.

For the open-book assessment, a written response in the form of an essay or answers to structured questions could be posted or emailed to the assessor or uploaded onto a VLE. An oral presentation could be used that would be recorded on DVD and sent to the assessor, or could be done using video-conferencing or web-link and observed by the assessor.

Arrangements would have to be made to ensure that the closed-book assessment was conducted closed-book and under supervision.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date
02	Clarification of reassessment and remediation statements. Social Theory added to list of topics.	23/10/12

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General information for candidates

Unit title: Sociology C: Analysing and Evaluating Sociological Debates

This Unit allows you to develop your sociological imagination and sociological understanding of modern society by applying sociological theories and studies to sociological debates on a range of topics.

Part of the Unit will be assessed by a closed-book assessment, which means you will be assessed without the use of notes, textbooks, VLE or other materials in a supervised setting. This could take the form of a set of unseen structured questions requiring a response of approximately 1000 words across all questions *or* an essay, also requiring approximately 1000 words *or* an oral response to set questions requiring you to respond in sustained detail for approximately 8 minutes *or* an oral presentation of approximately 8 minutes duration *or* another method decided by your Centre. Your centre will inform you of the chosen method in good time. You will know the broad area to be assessed one week prior to the assessment date. It is likely that if it is a written assessment it will take 90 minutes to complete.

You will also be assessed by an open-book assessment on one of the topics studied in the Unit. This means that you will be allowed access to materials (eg text books, notes, VLE).

The open-book assessment will be handed out to be completed at a date specified by your lecturer. It could take the form of an open-book essay *or* set of structured questions with an expected candidate response of approximately 2000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of approximately 15 minutes in presentation or explanation of the poster *or* any other method that is appropriate to meet the Evidence Requirements. Candidates could also provide the Evidence Requirements in the form of an individual Blog or creation of a website, with approximately 2000 words.

It should be completed and submitted as a written report *or* an oral presentation based on a prescribed format given by your lecturer. It is expected that a written response will be approximately 2,000 words and an oral presentation would be approximately 15 minutes in duration.

As you progress through the Unit material, you will be encouraged to develop the Core Skills of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5 by the types of activities you will experience.

You will also be given opportunities throughout the Unit to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.