Draft National Unit Specification

Unit title: Researching Historical Issues (Advanced Higher)

SCQF: level 7 (8 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop a wide range of independent historical research skills.

Learners who complete this Unit will:

1 Develop independent research skills in the context of complex historical issues

This Unit is a mandatory Unit of the Advanced Higher History Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The *Course Assessment Specification* for the Advanced Higher History Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher History Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- Higher History Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes.*

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Develop independent research skills in the context of complex historical issues by:

1.1 Identifying an appropriate, complex historical issue for research
1.2 Planning a programme of research
1.3 Researching, collecting and recording information
1.4 Evaluating, analysing and synthesising evidence
1.5 Understanding approaches to organising, presenting and referencing findings, using appropriate academic conventions

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards. Learners are required to demonstrate the skills in each of the Assessment Standards and teachers/lecturers must gather evidence of the attainment of these skills in appropriate ways.

This Unit requires the learner to develop a range of investigating skills. The Unit focuses on the processes involved in carrying out a major piece of research. Evidence for this Unit may be generated through a range of activities, such as:

- candidate checklists/folios/logbooks
- interviews undertaken by the teacher/lecturer
- interim reports prepared while undertaking a piece of research
- presentations by the candidate to the teacher/lecturer or to other learners

The teacher/lecturer may use a checklist during learners' interviews or presentations. The evidence may be collected and retained in a variety of forms including written records and audio or digital recordings.

Evidence may be presented for individual Assessment Standards or gathered for the Unit as a whole by combining assessment holistically.

Exemplification of assessment is provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.1 Reading
1.2 Writing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying
5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

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Administrative information

Published: October 2012 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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