

## Scottish Studies: Scotland in Focus (SCQF level 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H3YP 45

### Unit outline

This is a mandatory Unit in the *Scottish Studies Award* at SCQF level 5. It can also be taken as a freestanding Unit.

The general aim of this Unit is to allow learners to broaden their knowledge of Scotland in terms of its people, languages, society, culture, natural and built environment, and/or heritage. Learners will also develop, with minimum support, the skills of identifying relevant areas of study, sources and resources; researching and selecting relevant information; and skills of reflection which are important for successful independent learning. They will do this by planning and completing an activity that has a Scottish focus. The activity will involve presenting information in, for example, a written, oral and/or electronic format, or by way of a performance or the creation of an artefact.

Learners who complete this Unit will be able to:

- 1 Plan and complete an activity that has a Scottish focus
- 2 Reflect on what they have learned about their Scottish focus during the activity

This Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and the development of skills for learning, skills for life and skills for work.

## **Recommended entry**

Entry is at the discretion of the centre. However, learners may benefit from having the skills, knowledge and understanding relevant to the following or equivalent:

- ◆ A Unit or Units which contribute to the *Scottish Studies Award* at SCQF level 5

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate foundation for this Unit.

## **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*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Plan and complete an activity that has a Scottish focus by**
  - 1.1 identifying aims in relation to broadening their knowledge of Scotland
  - 1.2 identifying an activity which will help them to achieve these aims
  - 1.3 identifying sources of information and the resources required to complete the activity
  - 1.4 researching and selecting information which is of relevance to their aims, using the sources they have identified
  - 1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aims

### Outcome 2

The learner will:

- 2 Reflect on what they have learned about their Scottish focus during the activity by:**
  - 2.1 analysing what they have learned about their Scottish focus
  - 2.2 communicating what they have learned effectively and in an appropriate way

## Evidence Requirements for the Unit

Evidence is required to show that learners have achieved both Outcomes and all Assessment Standards for this Unit.

Teachers and lecturers should use their professional judgement, subject knowledge and experience, and their understanding of learners to determine the most appropriate ways to generate the evidence required and appropriate aims and activities. The aims must allow learners to broaden, not simply consolidate, their existing knowledge of Scotland.

At this level, learners should identify at least **two** aims, an activity, resources and at least **three** sources of information to help them to achieve these aims.

Appropriate activities will depend on the resources available, the aims learners have identified and their individual preferences, strengths and skills. The activity can be an individual or group activity. If a group activity is chosen, centres must ensure that each learner has the opportunity to generate their own evidence to cover both Outcomes and all Assessment Standards.

Examples of appropriate aims and related activities can be found in the *Unit Support Notes*.

Teachers/lecturers can respond to direct questions from learners to help them identify aims, activities, sources and resources. Evidence to show that learners have planned and completed their activities and reflected on their learning should be gathered at appropriate points throughout the Unit as they develop the necessary knowledge and skills. Centres must ensure that this evidence is each learner's own work.

The *Assessment Support* packs for this Unit provide exemplification of approaches to assessment. Advice and guidance on possible approaches to assessment are also provided in the *Unit Support Notes*.

# 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 are likely to be appropriate for this 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 can be built into the Unit where there are appropriate opportunities.

## **3 Health and wellbeing**

3.1 Personal learning

## **4 Employability, enterprise and citizenship**

4.4 Enterprise

4.6 Citizenship

## **5 Thinking skills**

5.1 Remembering

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Further information on 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 of 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 *Award Support Notes*.

## Administrative information

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**Superclass:** FL

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### History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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