

## SQA Advanced Unit specification

### General information for centres

**Unit title:** Heritage Studies: Scotland

**Unit code:** HV70 48

**Unit purpose:** The Unit is designed to provide candidates with an overview of the physical and human factors that comprise Scotland's heritage. The heritage of Scotland through its landscape, buildings, traditions and people has influenced present day life and is an intrinsic part of the tourism product. The Unit investigates the maintenance and management of natural and built heritage and the preservation and maintenance of cultural aspects of heritage. The focus of the Unit is the effect of the 'past' on the present and the current maintenance and management of heritage by both private and public sector. This Unit could underpin studies in vocational areas such a tourism, conservation and heritage studies.

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

- 1 Describe the physical heritage of Scotland.
- 2 Analyse the influence of humankind on the heritage of rural and urban areas in Scotland.
- 3 Evaluate the role of public and private agencies in managing and maintaining Scotland's heritage.

**Credit points and level:** 1 SQA Credit at SCQF level 8: (8 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 National 1 to Doctorates.*

**Recommended prior knowledge and skills:** It would be beneficial for candidates to have a broad understanding of Scotland's heritage. This might be gained by through achievement of the following Units: HT2E 47 *Providing Information on the Scottish Tourism Product*; HT2C 47 *Role of History, Culture and Genealogy in Scottish Tourism*, or any equivalent Unit of study.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication, Working with Others* and *Using Information Technology* at SCQF level 6, 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 could be assessed by a single instrument of assessment for Outcomes 1 and 2 that requires candidates to produce a project based on a case study report. Outcome 3 could be assessed by a candidate presentation. All assessments are open-book.

## **SQA Advanced 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**

Describe the physical heritage of Scotland

#### **Knowledge and/or Skills**

- ◆ Secondary research skills
- ◆ Heritage and history definitions
- ◆ Natural elements of Scotland's heritage
- ◆ Built elements of Scotland's heritage
- ◆ Cultural elements

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can, through secondary research skills:

- ◆ provide a definition of the terms 'heritage' and 'history' and identify three main differences between the two
- ◆ describe the three following natural elements of Scotland's heritage, providing two examples of each:
  - landscape
  - geology
  - flora and fauna
- ◆ describe three different built elements of Scotland's heritage giving two examples of each
- ◆ describe three elements of Scotland's cultural heritage giving two examples of each

This is an open-book assessment with evidence generated using secondary research skills. All research information must be acknowledged using a recognised referencing method.

#### **Assessment Guidelines**

This Outcome could be integrated with Outcome 2 and assessed by submission of a case study of a rural and urban area of the candidate's choice. The candidate should be guided to select a setting which is capable of generating all the necessary evidence. The submission could be written, oral or diagrammatic as long as the minimum Evidence Requirements are met. Secondary research sources could be libraries, journals, professional publications, internet and travel and tourism publications.

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### Outcome 2

Analyse the influence of humankind on the heritage of rural and urban areas in Scotland

#### Knowledge and/or Skills

- ◆ Human influence on rural heritage
- ◆ Human influence on urban heritage
- ◆ Historical figures in Scotland's heritage

#### Evidence Requirements

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

- ◆ analyse how humans have influenced the development of a selected urban heritage area using two examples
- ◆ analyse how humans have influenced the development of a selected rural heritage area using two examples
- ◆ describe the contribution of five key historical figures to Scotland's heritage
- ◆ justify the contribution of one of these figures to Scotland's heritage

This is an open-book assessment. Any research information must be acknowledged using a recognised referencing method.

#### Assessment Guidelines

This Outcome together with Outcome 1 could be assessed by submission of a case study of a rural and urban area of the candidate's choice. The candidate should be guided to select a setting which is capable of generating all the necessary evidence. The submission could be written, oral or diagrammatic as long as the minimum Evidence Requirements are met. Additional information could be generated through secondary research.

### Outcome 3

Evaluate the role of public and private agencies in managing and maintaining Scotland's heritage

#### Knowledge and/or Skills

- ◆ Management and maintenance of Scotland's heritage
- ◆ Role of publicly funded organisations
- ◆ Role of private and voluntary organisations

#### Evidence Requirements

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

- ◆ evaluate the role of one publicly funded organisation for managing and maintaining Scotland's natural, built and cultural heritage
- ◆ evaluate the role of one private and one voluntary organisation involved in managing or influencing policy on maintaining Scotland's natural, built or cultural heritage

This is an open-book assessment. Any research information must be acknowledged using a recognised referencing method.

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### **Assessment Guidelines**

The submission could be written, oral or diagrammatic as long as the minimum Evidence Requirements are met. Additional information could be generated through secondary research. This assessment could take the form of a presentation with handouts for the audience group.

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### Administrative Information

<b>Unit code:</b>	HV70 48
<b>Unit title:</b>	Heritage Studies: Scotland
<b>Superclass category:</b>	FB
<b>Date of publication:</b>	November 2017
<b>Version:</b>	01

#### History of changes:

Version	Description of change	Date

**Source:** SQA

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**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### SQA Advanced Unit specification: support notes

#### Unit title: Heritage Studies: Scotland

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 provides an overview of elements and factors comprising and contributing to the heritage of Scotland. It investigates the maintenance and management of natural and built heritage and the preservation and maintenance of cultural aspects of heritage. Through assessment there is the opportunity for candidates to discover part of their own heritage by researching specific rural and urban areas in depth. There is encouragement and opportunity for candidates to investigate the heritage of specific areas in depth.

#### Outcome 1

##### ◆ Defining features of history and heritage

- Secondary research
- Heritage and history definitions
- Natural elements of Scotland's heritage
- Built elements of Scotland's heritage
- Cultural elements

What constitutes heritage and the range of elements within both built and natural heritage should be considered. Scottish culture and its place in the nation's heritage could be examined by setting tasks for specific aspects, allowing candidates to develop research skills for a specific area.

#### Physical features

- ◆ 'Natural' — landscape, climate, topographical features, Ice Age; geology; rivers; Lowland; Highland; climate. Living organisms (flora and fauna)
- ◆ 'Built' — pre-historic sites, religious building and sites, castles and domestic dwellings, industrial and commercial sites, cultural and leisure buildings
- ◆ 'Cultural' — literature, visual arts, performing arts, music, language, oral traditions, events, myth and legend

#### Outcome 2

#### Human features

- ◆ Pre-Historic; invaders; Christianity; agricultural and industrial revolutions; clearances; transport, politics, social reformers, local heroes
- ◆ Human influence on patterns of habitation and the development of industry for example cotton mills such as New Lanark; jute in Dundee; shipbuilding on the Clyde; and commerce and trade such as Glasgow's connection with tobacco and tea
- ◆ Timeline of habitation of Scotland from early settlers through the ages
- ◆ Dispersion and development of communities

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- ◆ Landmark events such as Culloden, the Declaration of Arbroath; and the rise and fall of traditional industries such as: agriculture; fishing; forestry; mining
- ◆ Historical figures for example: Robert the Bruce; Mary, Queen of Scots; ‘Bonnie Prince Charlie’; Thomas Telford; David Hume; Alexander Fleming and/or similar notable figures

### Outcome 3

- ◆ Overview of public funded, voluntary charitable and private agencies lobbying for support for Scotland’s heritage. These will be researched and discussed as to their contribution to managing and maintaining particular aspects of Scotland’s heritage.
- ◆ The role of public organisations which currently could be: Historic Scotland; Scottish Natural Heritage; British Waterways; National Museums of Scotland; Royal Commission on the Ancient and Historical Monuments in Scotland (RCAHMS) or their equivalent organisations. The contribution made by these public bodies to managing, maintaining, conserving, preserving and providing access to heritage will be discussed and researched.
- ◆ Private and voluntary organisations could be charitable trusts or membership organisations, or voluntary societies.

## Guidance on the delivery and assessment of this Unit

Evidence could be generated through a mix of tutoring, organised visits and guest speakers. Group work could be used to gather information about different organisations. This information could be shared via candidate class presentations and thus enable a broader coverage of organisations.

### Outcome 1 and Outcome 2

Delivery could be through the use of formal lectures, investigative site visits; directed group work. Examples of different types of heritage sites, with some site visits of local examples would be a good way of introducing candidates to the subject matter.

Assessment could include individual academic poster submissions on a rural and urban area offering the candidate the opportunity to use an exemplar area (of choice) demonstrating personal research skills. Alternatively an illustrated case study report could be produced that encompasses all the Evidence Requirements.

### Outcome 3

Delivery could be through the use of formal lectures, invited speakers; directed group work. Visits to examples of different types of heritage sites and their management would be a useful method to help candidates evaluate the role of different organisations.

A possible assessment instrument could be candidate presentations/talk to class with accompanying handout(s).

### *Opportunities for developing Core Skills*

There are opportunities to develop Core Skill of *Communication* at SCQF level 6 through secondary research, referencing tasks, through assessment opportunities and the learning and teaching methods, and group work. *Working with Others* can be developed using group work and research. *Information Technology* could be developed during research and provision of evidence. There is no automatic certification of Core Skills or Core Skills components.

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### **Open learning**

This Unit could be developed for open learning using a VLE platform and blended learning techniques.

### **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.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).



### General information for candidates

#### Unit title: Heritage Studies: Scotland

Without humans there would be no heritage as it is humans who have developed the concept, but human activity has also had a huge influence on the landscape and the general economic and social development of the country. The heritage of Scotland through its landscape, buildings, traditions and people has influenced present day life and is an intrinsic part of the tourism product.

In this Unit you are introduced to heritage, what it is and why it is important. Such knowledge is essential for anyone working in the tourism and recreation industry and it is important that you develop every opportunity to think about how what has happened in the past has influenced how the country and its people are today, and to discuss your thoughts with fellow candidates.

The Unit is divided into three main areas of study, each of which has its own Outcome.

In the first Outcome you will look at the physical elements of the natural and built environment that are part of Scotland's heritage. In relation to a specific area you may investigate the formation of the landscape and how it has dictated where settlements have developed and the buildings that, whilst having a human input, provide an important legacy that help to tell the story of Scotland's past. You will also look at the cultural elements such as language and literature, religion, music and the arts; how they have evolved and influenced the country today.

The second Outcome is very much connected to, and leads on from, the previous one and deals with the human influences on the country. This Outcome goes into more depth about the people, their industries and inspiration and notable historical figures. You have the opportunity here to identify, and research information about those whom *you* consider to be important and justify why they have played an important role in historical events or have had a lasting influence on the Scots and the rest of the world.

For the third Outcome, you are exposed to the workings of a selection of organisations, private, voluntary and public that are involved in managing and maintaining the natural, built and cultural heritage. The focus is on particular organisations and evaluating their success in achieving their objectives.

It is possible that the Unit could be assessed by one case study of specific rural and urban areas of choice which could allow you to investigate the elements noted in Outcomes 1 and 2. A second assessment for Outcome 3 may offer you the opportunity to evaluate the role of specific organisations involved in managing and maintaining Scotland's heritage and share your findings with fellow candidates, possibly in the form of a presentation.

There are opportunities to develop the Core Skill *Communication* at SCQF level 6 in this Unit, and the Core Skills of *Working with Others* and *Using Information Technology* at SCQF level 6 although there is no automatic certification of Core Skills or Core Skills components.