



Higher National Unit Specification

General information

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Unit code: J1S2 35

Superclass: EE

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Unit purpose

The purpose of this unit is to introduce an anthropological approach to the study of people in Scotland. Material that anthropologists produce about those with whom they work is called ethnography. This unit will start by introducing the nature of ethnography. The people in Scotland are actually quite varied, and many share some cultural heritage — language, rites, architecture, customs — with other societies, notably but not exclusively in the Northern hemisphere. Such links as these will be explored as a way of putting the study of Scotland into a broader context. A local focus within Scotland will then be chosen, and learners will be expected to carry out a small personal investigation focussed on their chosen location. This could involve visits to museums, historical sites and other places of local interest, taking part in festivals and other events related to their chosen location, and talking to their neighbours and relatives of different generations. Finally, the learner will turn to consider why, despite all this variety, there tends still to be quite a strong sense of Scottish identity among many people.

The unit may be taken by beginners to the field of social anthropology, but it would be beneficial for potential learners to consider building on one or more of the following units:

- ◆ HG1M 45 *Social Anthropology: Understanding Our Place in the World*, SCQF level 5
- ◆ HG55 33 *Social Anthropology: Who Does It and How To Do It*, SCQF level 6
- ◆ HJ2V 34 *Social Anthropology: The Body and its Life Course*, SCQF level 7

Higher National Unit Specification: General information (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Explain what ethnography comprises for an anthropologist.
- 2 Research some of the links and heritage that people in Scotland share with other societies outside Scotland.
- 3 Research a group of people in a particular part of Scotland.
- 4 Evaluate critically the sense of Scottish identity found amongst many people in Scotland.

Credit points and level

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

Recommended entry to the unit

While entry is at the discretion of the centre, and the unit can stand alone, learners would benefit from having achieved one or more of the following units:

- ◆ HG1M 45 *Social Anthropology: Understanding Our Place in the World*, SCQF level 5
- ◆ HG55 33 *Social Anthropology: Who Does It and How To Do It*, SCQF level 6
- ◆ HJ2V 34 *Social Anthropology: The Body and its Life Course*, SCQF level 7

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component	Critical Thinking at SCQF level 6
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There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

This is a stand-alone unit, which may introduce the social anthropological study of Scottish peoples to those with no prior background in the field, but ideally, it builds on one or more of:

- ◆ HG1M 45 *Social Anthropology: Understanding Our Place in the World*, SCQF level 5
- ◆ HG55 33 *Social Anthropology: Who Does It and How To Do It*, SCQF level 6
- ◆ HJ2V 34 *Social Anthropology: The Body and its Life Course*, SCQF level 7

It may also be offered as an option to learners taking a Higher National Certificate in Social Sciences at SCQF level 7 or a Higher National Diploma in Social Sciences at SCQF level 8, or any other suitable group award.

Higher National Unit Specification: General information (cont)

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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).

Higher National Unit Specification: Statement of standards

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Explain what ethnography comprises for an anthropologist.

Knowledge and/or skills

- ◆ The meaning of the word ethnography for anthropologists
- ◆ The major components of an ethnography
- ◆ An ability to discuss ways of reading and writing ethnography

Outcome 2

Research some of the links and heritage that people in Scotland share with other societies outside Scotland.

Knowledge and/or skills

- ◆ Understanding the value of making interdisciplinary links for an ethnographic study
- ◆ An ability to find linguistic and cultural connections between communities
- ◆ Examples of communities in Scotland and their connections with other societies outside Scotland

Outcome 3

Research a group of people in a particular part of Scotland.

Knowledge and/or skills

- ◆ An overview of the particular part of Scotland chosen for study
- ◆ Ability to carry out a defined field project in the chosen area of study
- ◆ Detail of one group of people who live in the area being studied

Outcome 4

Evaluate critically the sense of Scottish identity found amongst many people in Scotland.

Knowledge and/or skills

- ◆ Examples of the sense of identity shared by people in Scotland
- ◆ An ability to analyse critically the source of some of these examples
- ◆ Explanations of variations in understanding Scottish identity

Higher National Unit Specification: Statement of standards (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Understand the way that social anthropologists gather material and write it up for presentation or publication, using examples taken from studies of people in Scotland. They should also be able to describe at least one example of a broader context for people in Scotland, and show that they have carried out a field study in their chosen area. Evidence for these outcomes can be assessed separately, but a cumulative piece of work could also be presented as holistic evidence for the unit. The first outcome should be achieved before the others, but the order of the next two may be reversed or even combined, depending on local circumstances.

Outcome 1: This is an open-book, supervised assessment.

It is important that all learners achieve the first outcome before they proceed to carry out their own project. The ongoing collection of evidence should be monitored by the tutor to ensure that it is the learner's own work. During the final, supervised part of the assessment, it would be acceptable for a learner to have access to a written ethnography. They could refer to this as they explained what a particular ethnography comprises for an anthropologist and its major components, but they would need to draw on prior preparation to explain more generally the meaning of the word ethnography for anthropologists, and the various ways of reading and writing it. To ensure the authenticity of the learner's work, access to the internet must not be allowed during this final part of the assessment.

A written response should be 500 words approximately; an oral response should be 3–4 minutes in duration.

Outcomes 2, 3 and 4: These are open-book assessments.

The second and third outcomes should involve some personal research on the part of each learner so a written, presented, or recorded piece of work would be appropriate. Ideally, this would again demonstrate the understanding on which they had been assessed in Outcome 1.

In Outcome 2, the learner must demonstrate the value of making interdisciplinary links for an ethnographic study. There must be clear evidence of making linguistic and cultural connections between people in Scotland and people from a society in another country. In addition, the learner must find, read and explain clearly anthropology of Scotland that draws on such cultural connections. They must then describe clearly the shared characteristics. The assessment for this outcome should be combined with Outcome 4.

For Outcome 3, the learner must provide a clear overview of the local characteristics of the part of Scotland that they have chosen to study. This is the context for their field study, which looks in detail at one group of people that live there. The learner must report on the field study providing illustrations of the activities of the chosen group and provide evidence of having shared activities with the members of this group on several occasions. Evidence should include a report of 1,500–2,000 words, including photographs and/or film, and perhaps objects that have been collected. In effect, this is a mini ethnography. It is anticipated that the learner would spend approximately 20 hours on this work.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Outcome 4: This is an open-book assessment.

For Outcome 4, the learner must evaluate critically the sense of Scottish identity found amongst people in Scotland. They must provide written or oral evidence of being acquainted with some of the relevant literature. Within the evidence presented, there must be clear examples of the sense of identity shared by people in Scotland accompanied by analysis of one or more of the sources of these examples. The learner should provide their own critique of the explanations provided.

The assessment for Outcomes 2 and 4 can be combined. A written response should be 1,000–1,500 words; an oral response should be 8–12 minutes in duration.



Higher National Unit Support Notes

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Unit support notes are offered as guidance and 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.

For teaching social anthropology units, it is recommended that the instruction be interactive, drawing on the existing experience of the learners in their own social worlds. It should also encourage them to learn from each other, and from members of their local communities of various generations, as well as from writings, films and social media about people in other parts of the world. The aim is to discover different ways of thinking, and this is not a subject that can be memorised and learned by rote, nor can the findings be built on the testing of hypotheses. It needs to be an experience-based process in which engaging with people is an essential part of the learning. Thus, encouraging learners to carry out small field projects, and to share their findings in class, would be of benefit at any level.

This learning can involve any and all aspects of daily life, for example looking at the food people eat, when they eat it and with whom, and how these practises have changed over time. It can take into account the music people like, whether they play instruments, sing or perhaps dance, and how music influences their lives. Asking about objects that people value can introduce all sorts of ideas about relationships, about places, and about important occasions and ceremonies in their lives. Collecting a variety of examples is an excellent way to learn, and learners may be encouraged to take photographs, make video clips and record conversations, as well as writing notes, so that eventually they build up a portfolio of materials for assessment.

The learners can of course also learn by listening to lectures, by watching films and by visiting museums and other sites, as well as by reading and talking to people. This note is simply to add a bit of detail about the method of participant observation that social anthropologists characteristically use. The ability to do this can be absorbed gradually by developing an awareness of the way things work in social life, and encouraging learners to open their eyes and ears to what they experience every day is a great way to have them learn.

Guidance on the content and context for this unit

This unit is one of four units that introduce the subject of social anthropology to schools and colleges. The unit builds on the knowledge and skills developed and acquired in units:

- ◆ HG1M 45 *Social Anthropology: Understanding Our Place in the World*, SCQF level 5
- ◆ HG55 33 *Social Anthropology: Who Does It and How To Do It*, SCQF level 6
- ◆ HJ2V 34 *Social Anthropology: The Body and its Life Course*, SCQF level 7

Higher National Unit Support Notes (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

The unit is a stand-alone unit but it can be used as an optional unit in relevant group award frameworks.

The unit is designed to offer equality and inclusion to learners of any background, indeed learners from outside Scotland will have a complementary role to play, offering a view that can offset and enhance the view of insiders who have grown up in Scotland.

Suggested assessment also includes oral and recorded work, as well as written assignments, so that recent immigrants to Scotland and others grappling with written language may find ways to communicate their learning successfully.

In the unit HG1M 45 *Social Anthropology: Understanding Our Place in the World*, SCQF level 5, tutors are invited to introduce a range of social anthropological work to learners, who learn chiefly by investigating differences amongst themselves, and between their own lives and those of others. The unit HG55 33 *Social Anthropology: Who Does It and How to Do It* at SCQF level 6 introduces the distinctive features of social anthropology by examining the methods used for training to become anthropologists and a range of things that practising social anthropologists do. HJ2V 34 *Social Anthropology: The Body and its Life Course* at SCQF level 7 introduces discoveries made by social anthropologists about the way that the human body is constructed and represented in different societies, and about the progress of that body through life, including influential theories about features common to all human ritual and symbolic behaviour. This unit applies these approaches of social anthropology to people in Scotland.

This unit focusses on how anthropologists present the material they have gathered during fieldwork. As the Greek origin of the word ethnography would suggest, this is typically a written account of their findings, but the word is used in other disciplines to refer to the kind of in-depth participative field research carried out by anthropologists as well, so some initial discussion needs to clarify this potential confusion. Reading ethnography is a good way to see how anthropologists present their material, and reading some of the work they have carried out in Scotland introduces the other main theme of this unit, namely the peoples of Scotland. There are various important elements to writing ethnography and these are studied as a basis for the practical tasks that are expected in the next parts of the unit.

An important preliminary feature of ethnography is to place the people under study in their local environment, and this usefully involves a bit of geography and history, or possibly archaeology, to identify some of the influences on their life style. In Scotland, features such as mountains and rivers will play an important part, even in cities, and as for all islanders, proximity to the sea is likely to influence their activities, economic and otherwise. People from Scotland have long been travellers, and many people living in Scotland have ongoing links to other parts of the world, as well as having a history spiced with adventures with outsiders. Looking at distinctive architecture is one way of identifying such links, archaeological remains provides another, and a third is to consider characteristics in the local language; study for this section may be made in local museums and heritage centres. In Shetland, for example, festivals make strong reference to related northern peoples, and rituals elsewhere may offer similar clues. Multiculturalism may also be demonstrated.

Higher National Unit Support Notes (cont)

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Within a framework of outside links, an ethnography proceeds with a tight focus on a limited group of people, even perhaps a particular aspect of the lives of such a group, and the aim is to discover and describe the distinctive ways of thinking of the members of that group, and how these may have changed through the generations. Learners could be given the opportunity to choose from a range of possibilities to carry out a small local study of this sort. This part of the unit is proposed so that learners can both try out the methods of social anthropology and take advantage of local facilities to see how such work may be done. Gaining a good understanding of local people and their lives will add a quality to their capabilities if they are working, or plan to work, locally and equip them with the skill to become acquainted with local people wherever they may choose eventually to work.

Outcome 4 introduces the important subject of identity politics which offers a suitable conclusion to the variety of identities that learners will have unearthed during their studies for the rest of the unit. Somehow, despite all the variety, Scottish identity is strong and learners will have a chance here to examine why. There is much work written on the subject of Scottish identity and becoming acquainted with some of it will raise ideas that can be pursued.

Guidance on approaches to delivery of this unit

The introduction to this unit could usefully refer to its final outcome, namely by asking members of the class what they think are the characteristic features of Scotland and Scottishness. This could be a fun activity, with no need to think yet about assessment, and learners could be asked to bring to class objects, food and photographs that they think are particularly Scottish, or represent Scotland to the outside world. Perhaps a small exhibition could be made, and its components form part of the discussion later, when the last outcome is being introduced. Learners could also be asked if they consider themselves to be Scottish, or some other nationality, or perhaps having joint nationalities, and then to think about how they make such decisions. All this discussion could then be revisited once the more serious work of learning about social anthropology is well underway.

The first outcome is a particularly important introduction to social anthropology for those who are taking this unit as their first experience of the subject. Some discussion of the way that fieldwork is carried out would be essential, and learners who have already taken the unit HG55 33 *Social Anthropology: Who Does It and How to Do It*, SCQF level 6, would be able to revise their prior learning, and perhaps share their experiences with the rest of the class. Considering what kinds of things need to be collected during fieldwork could lead smoothly into considering the components of ethnography, and asking learners to read one or more of the ethnographies that have been written about communities in Scotland will offer food for discussion in class as well as preparing them to put together the evidence required for this outcome. A book by Gay y Blasco and Wardle entitled *How to Read Ethnography* could provide good material.

Higher National Unit Support Notes (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

The second and third outcomes could be taken in either order, and research for them both carried out at the same time, so for example, learners might attend a local festival or other ritual occasion, and then look out for similarities in written work about other parts of the world. They might also visit a local museum, which would help them notice connections to follow up in their own reading. Members of the class could practice interviewing each other about their own local origins before going out into the community, where they could ask their own neighbours and relatives of different generations to talk about their past, or experiences they have brought to the present situation. This part of the unit is open to all sorts of interpretations, for Scottish people have settled and taken their cultural heritage to other parts of the world, just as others have brought their heritage to Scotland. Tutors may therefore want to choose directions they think will be useful locally, or indeed, allow their learners a fairly free reign in order to accomplish the elements of the second outcome. Likewise, with the third outcome, there is likely to be plenty of choice, but a class could collectively learn a lot more about the local area if learners share out the possible research and then discuss their findings with others in the class.

Delivery of the fourth outcome offers an opportunity to make a clear distinction between the outcomes of the learners' research and the initial ideas that they may have come up with at the start of the unit, if the suggestion above has been followed. If an exhibition has been made, or a collage of photographs, these could form a basis for the first part of knowledge required for this fourth outcome, then reading could again be selected and shared to develop the ability to analyse the background to their initial choices. A discussion of the 2014 independence referendum could illustrate the strength of shared Scottish identity, despite the diversity of people taking part in it. Learners who are also studying history, literature, or even politics may have encountered this kind of analysis already, and it would be good to discuss how anthropology may deepen their understanding of the creation of sources of identity, or what historians have called the 'invention of tradition'. Sharon MacDonald's *Reimagining Culture: Histories, Identities and the Gaelic Renaissance* is one very accessible and insightful work, with an abundance of references. The work of Anthony Cohen is another good path to follow, but there are plenty more, and indeed starting with the reading would be another way to approach the study of identity politics and the various stories, sometimes called 'myths' of Scottishness.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Anthropologists preparing to write ethnography usually accumulate a variety of different types of material and the instruments of assessment for this unit could reflect the same eclectic process of learning.

Higher National Unit Support Notes (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Outcome 1 will be assessed in open-book, supervised conditions. The ongoing collection of evidence should be monitored by the tutor to ensure that it is the learner's own work. During the final part of the assessment, the learner can have access to an ethnography. The learner's evidence needs to show that they have understood and can explain what ethnography comprises for an anthropologist. Producing a review of a piece of ethnography could be one way to do this, asking learners to assess the particular case they are asked to review in the context of wider learning about what good ethnography should comprise.

Progressing from Outcome 1, learners might collect a variety of materials in their research about their chosen area of study: drawings, photographs, objects, stories, interviews, all of which could be submitted as part of their assessment for Outcomes 2 and 3, along with a reflective diary to record the source of the materials and thoughts about their value and meaning.

An illustrated diary could also be a good format for the work, and this could be submitted as an online blog.

For Outcome 2, individual evidence could be shared in class so an eventual outcome could be a cooperative venture; perhaps a large annotated map or a photographic display which would provide a comprehensive picture of the characteristics of an area. However, if this were not possible, each learner could present material individually about the connections of their locality with the outside world.

For Outcome 3, in addition to the suggestions made for Outcome 1, an illustrated diary would be a good format for the work, and some of it could be submitted as an online blog.

Outcome 4 is an open-book assessment. It requires the learner to evaluate critically the sense of Scottish identity found amongst people in Scotland, once they have completed and shared the outcomes of their fieldwork. This should be approached by reading some of the literature on the subject, and perhaps by sharing different readings in a class context.

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

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

Opportunities for developing Core and other essential skills

There are many opportunities to develop the core skills of *Communication*, *Working with Others* and *Information and Communication Technology (ICT)* naturally in various parts of this unit, indeed the sharing of information collected could be an important part of the learning process for all.

Learners may be able to develop the *Communication* Core Skill through written and oral assessment. This could include essays, interviews, diaries, blogs, poster presentations and producing a mini ethnography.

Working with Others involves the ability to plan, agree, and take responsibility for tasks; to support co-operative working in appropriate ways; and to review the effectiveness of one's own contribution. This would fit with group tasks suitable for Outcomes 2, 3 and 4, although the final reports should then be produced individually for summative assessment of Outcomes 3 and 4 of this unit.

Learners can be encouraged to analyse tasks and negotiate goals, roles, and responsibilities, anticipating and responding to needs of others, supporting co-operative working, and evaluating and drawing conclusions about the effectiveness of one's own contribution.

Developing the Core Skills associated with *Information and Communication Technology (ICT)* can also be developed in this unit, as learners are encouraged to find examples of the cases they are studying through search engines, as well as in social media. Some of the assessment may also be e-assessment, so making a further contribution to Core Skills.

Essential skills

Tutors should maximise opportunities to develop other essential and employability skills. The following list highlights skills that have been identified by employers as being essential for the workplace. These are not listed in order of priority.

- ◆ Communication
- ◆ Interpersonal
- ◆ Creativity
- ◆ Flexibility/ability to adapt to different situations and environments
- ◆ ICT
- ◆ Team work/group work
- ◆ Working independently/self-management
- ◆ Using initiative/being proactive
- ◆ Problem solving, presenting ideas and making decisions
- ◆ Investigation
- ◆ Critically analysing and evaluating
- ◆ Self-evaluating with a view to identifying strengths and weaknesses and setting objectives for improvement
- ◆ Planning and organising

Higher National Unit Support Notes (cont)

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

- ◆ Setting goals and making action plans
- ◆ Time management
- ◆ Working effectively to meet deadlines
- ◆ Negotiating/persuading
- ◆ Positive attitude to work
- ◆ Adopting professional standards and working practices
- ◆ Paying attention to detail
- ◆ Work experience/simulation
- ◆ Applying numeracy skills
- ◆ Developing an awareness of the global economy
- ◆ Developing an awareness of international culture
- ◆ Language skills
- ◆ Knowledge of chosen job or career path

Citizenship

Citizenship is the exercise of rights and responsibilities within communities at local, national and global levels. It is about making informed decisions, and taking thoughtful and responsible action, locally and globally.

Coverage of citizenship could include the following:

- ◆ Having concern for the environment and for others
- ◆ Being aware of rights and responsibilities
- ◆ Being aware of the democratic society
- ◆ Being outward-looking towards society
- ◆ Being able to recognise one's personal role in this context; and
- ◆ Being aware of global issues and understanding one's responsibilities within these, and of acting responsibly

Sustainability

There are three main interconnected strands to sustainable development. Each can be addressed in learning processes.

Social: This strand is about quality of life. Think about educational impacts in terms of citizenship, the ability of groups of people to work together, the impacts of cultural integration, or improving security through crime reduction.

Economic: This strand is about infrastructure. The costs and benefits of sustainability are becoming more prominent for all professions, with many groups now considering the impact of current and future environmental directives. Learners are going to be affected by changes in working practices as a consequence of the implementation of these directives.

Ecological: Animals and plants become endangered or extinct; pollution and emissions are changing the natural systems we all rely on for clean air, water and food. In this strand, the genetic resources, and the systems for food and timber production are considered side by side with metal ore sources, fresh water and clean air. Sustainability recognises that people, and all other living things, depend on these resources being maintained rather than depleted or destroyed.

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It is important to recognise that these three strands are not independent of each other, but that they should be viewed as an integrated whole. What is critical to the concept of sustainability is the understanding that all aspects of our lives depend on everything else that exists on earth: be it people, social systems, earth systems, living things or non-living things. What happens in one place at one time can affect what happens somewhere else immediately or in the future.

Opportunities should be sought within teaching and learning to engage with the principles of sustainable development. Some examples might include:

- ◆ Review buying policies: where materials come from, where they go (eco-friendly products; fair trade products; using sustainable materials; reducing energy and waste bills)
- ◆ Show an awareness of different alternatives for materials or services
- ◆ Consider working practices: use of electronic media to communicate rather than face-to-face meetings
- ◆ Review working practices to ensure that they are environmentally sensitive; recycling, waste reduction; use of clean technologies
- ◆ Review and evaluate current reports or projects which address issues of sustainability
- ◆ Review strategies and recommendations from relevant professional bodies/review articles in current trade and professional journals
- ◆ Look at current environmental legislation and directives

Teaching, learning and assessment themselves can be used to provide evidence for sustainable development. Some work could be undertaken solely using electronic means. For example, electronic media could be used for discussion groups or dialogue between tutor and learner, and work could be submitted via electronic portfolios or blogs.

The Critical Thinking component of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	17/5/19

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General information for learners

Unit title: Social Anthropology: Ethnographies of People in Scotland (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is a double credit unit meaning that you will receive 80 hours of directed teaching and learning. In addition, you will also be expected to match this with 80 hours of self-study. This unit is a stand-alone unit but it would be beneficial if you had achieved the following:

HG1M 45 *Social Anthropology: Understanding Our Place in the World* SCQF, SCQF level 5

and/or

HG55 33 *Social Anthropology: Who Does it and How to Do It*, SCQF level 6

and/or

HJ2V 34 *Social Anthropology: The Body and its Life Course*, SCQF level 7

This unit introduces learning about how the methods of social anthropology can be applied to the study of people in Scotland. It has four outcomes. Firstly, you will learn about the meaning of the word used for the writings of social anthropology, namely 'ethnography'. You will see what it comprises and you will look at ways of reading and writing ethnography. As part of this process, you will consider the importance of history and geography to ethnographic studies and, for the second outcome, you will apply this learning to a particular part of Scotland, where you will research linguistic and cultural connections between people in Scotland and those of another related society outside Scotland.

For the third outcome, you will narrow your focus by choosing one particular area of Scotland where you can do your own anthropological research project by looking in detail at a particular group of people who live in that area and writing your own ethnography about them.

Finally, for Outcome 4, you will evaluate critically the sense of Scottish identity found amongst many people in Scotland despite the variety amongst those who live here.

The unit is assessed by open-book assessments and the compiling of ethnographic materials. The third outcome involves fieldwork.

You will be given the opportunity to develop Core Skills through classroom activities and formative and summative assessment. In particular, this unit lends itself to the development of the Core Skills of *Communication*, *Working with Others* and *Information and Communication Technology (ICT)*.

You may also be given the opportunity to develop other essential skills depending on teaching and learning activities as well as knowledge of citizenship and sustainability.

Social anthropology can be studied further at university.

General information for learners

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(SCQF level 8)

The Critical Thinking component of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.