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## Researching an Economic Issue (Advanced Higher) Unit

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** H7Y0 77

### Unit outline

In this Unit, learners will develop skills in planning and recording a programme of research relating to a current economic issue, detailing the research methods to be used and the likely timescales involved in the process. They will develop the ability to explain and use approaches to organising and referencing findings from the research gathered, and in evaluating the research process.

Learners who complete this Unit will be able to:

- 1 Develop independent research skills in the context of a current economic issue

This Unit is a mandatory Unit of the Advanced Higher Economics 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 *Unit Assessment Support*.

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

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Develop independent research skills in the context of a current economic issue by:**
  - 1.1 Justifying an appropriate economic issue for research
  - 1.2 Planning and recording a programme of research
  - 1.3 Researching, collecting and recording information
  - 1.4 Explaining approaches to organising and referencing findings, using appropriate academic conventions
  - 1.5 Evaluating the research process

### 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 can be drawn from a variety of sources and presented in a variety of formats including short or extended written responses and/or recorded oral evidence. Learners should use appropriate economic terminology in their responses at all times and, where appropriate, make use of relevant examples and statistical evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

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

1.2 Writing

## **2 Numeracy**

2.3 Information handling

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

4.1 Employability

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*.

# Administrative information

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**Published:** April 2015 (version 2.0)

**Superclass:** EB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Minor amendment to the wording of the 'Unit outline' section and Outcome 1. Outcome 2 removed. Changes to all remaining Assessment Standards to improve clarity.	Qualifications Development Manager	April 2015

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

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