

# **Scottish Studies Award (SCQF level 6) Support Notes**



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These *Award Support Notes* are **not** mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scottish Studies (SCQF level 6) Award*. They are intended for teachers and lecturers. They should be read in conjunction with:

- ◆ the Award Specification
- ◆ the Unit Specifications for the mandatory Units and relevant optional Units
- ◆ the Support Notes for these Units
- ◆ assessment support materials for these Units

# General guidance on the Award

## Aims

The overall aim of this Award is to provide recognition for learners who have chosen to broaden, and add depth to, their knowledge of Scotland across the curriculum. Learners also have the opportunity to develop, under non-directive supervision, skills which are important for successful independent learning.

Further information on the detailed aims of this Award can be found in the *Scottish Studies Award Specification (SCQF level 6)*.

## Skills, knowledge and understanding

This Award has a broad and flexible framework with a wide range of Units for centres and learners to choose from. The specific skills, knowledge and understanding developed by each learner will therefore depend upon the combination of optional Units used to contribute to the Award. The details for specific Units can be found in the relevant *Unit Support Notes*.

However, to achieve the Award all learners must complete the mandatory *Scottish Studies: Scotland in Focus (SCQF level 6)* Unit. In this Unit, they will develop knowledge and understanding of an aspect of Scottish Studies which is of particular interest to them. They will also learn, under non-directive supervision, to:

- ◆ identify relevant areas of study, detailed sources of information and resources
- ◆ research sources and select relevant information
- ◆ use information and resources to achieve identified aims
- ◆ reflect on their learning
- ◆ analyse in depth, and communicate effectively and in detail
- ◆ communicate what they have learned effectively, appropriately and in detail
- ◆ evaluate processes they have followed and the effectiveness of their communication.
- ◆ work independently

## Hierarchies

The *Scottish Studies Award* is available at SCQF levels 2-6. Many of the Units which contribute to the Award at SCQF level 6 are in a hierarchy with Units which contribute to the Award at SCQF level 3, 4 and/or 5. However, there are a number of Units which are available **only** at either SCQF level 4, 5 or 6.

If centres are intending to offer the Award to multi-level groups they will need to take this into account when deciding which options will be available to their learners. The *Appendix* to these *Support Notes* gives an overview of hierarchies across the Award at SCQF levels 3-6. Centres can use this information to help them plan suitable options.

# Approaches to learning, teaching and assessment

## Planning delivery

The *Scottish Studies Award (SCQF level 6)* could be delivered in a number of ways. It could, for example, be delivered over a concentrated block of time, on a full or part-time basis. Alternatively, it could be delivered on its own or in conjunction with other qualifications over one or more academic sessions. The appropriate length of time for each centre to deliver the Award will depend upon the time and resources available, the needs of its learners and the context of delivery.

The Award is also cross-curricular: learners must complete Units from **three** different subject areas, across at least **two** groups, as well as the mandatory *Scottish Studies: Scotland in Focus (SCQF level 6)* Unit. Centres and learners have a wide range of potential Units and subject areas to choose from.

Most of the optional Units in the Award also contribute to other National Qualifications at SCQF level 6 (National Courses, National Certificates, National Progression Awards, and Awards). If a centre is delivering the *Scottish Studies Award (SCQF level 6)* alongside any other relevant National Qualification, a combined approach to delivery and assessment will be possible. For example, if a learner is studying for the *English (SCQF level 6)* Course they will have to complete the mandatory *English: Analysis and Evaluation (SCQF level 6)* Unit. This Unit — if delivered and assessed in a Scottish context — is also an optional Unit in the *Scottish Studies Award (SCQF level 6)*.

In light of the above, it may help centres if they plan a **coordinated** approach to delivery across relevant subject areas and departments, faculties or curricular areas before delivering the Award. A coordinated approach may also help to ensure that centres can maximise opportunities to combine assessment for the Award with assessment for other National Qualifications, when relevant.

Centres are free to coordinate delivery in a way which fits best with their own internal structures, priorities and resources, and the subject expertise available to them. However, one potential approach could involve setting up an 'Award team'. This team could consist of everyone involved in delivering the Award or coordinating information about the options learners have chosen. An 'Award team leader' could also help to ensure the centre has an overview of the work of the team.

At the planning stage, the 'Award team' could meet to ensure all members agree the team approach and are aware of all relevant information. During delivery, members of the team could also meet periodically to discuss the delivery and assessment approaches they are using; identify issues and their solutions; take part in internal verification as appropriate for the Unit/s they are delivering and discuss learners' progress.

## Scottish contexts

As already mentioned, all learners must complete the mandatory *Scottish Studies: Scotland in Focus (SCQF level 6)* Unit. In addition, there are a number of optional Units for learners to choose from.

These optional Units must be delivered and assessed in a Scottish Context and centres are free to choose the most appropriate Scottish contexts in light of the resources and expertise available to them.

Some of the Units have an obvious or mandatory Scottish context as part of the Unit standards. These are listed in the table below:

<b>Units in Group 1: Language and Literature</b>	
<b>Gàidhlig or Gaelic Learners</b> (one Unit only)	Gàidhlig: Analysis and Evaluation
	Gàidhlig: Creation and Production
	Gaelic (Learners): Using Language
	Gaelic (Learners): Understanding Language
	Gaelic (Learners) for Work Purposes
<b>Scots Language</b> (one Unit only)	Scots Language: History and Development
	Scots Language: Understanding and Communicating
<b>Units in Group 2: Society and Environment</b>	
<b>Applied Science</b> (one Unit only)	Land Use in Scotland
	The Ecology of Scotland
<b>Geology</b>	Minerals and Rocks
<b>History</b> (one Unit only)	Historical Study: Scottish
	History of the Celts in Scotland
<b>Law</b> (one Unit only)	Scots Law: An Introduction
	Consumer Protection Legislation in Scotland
	Scottish Legal Framework
<b>History</b>	Historical Study: Scottish
<b>Modern Studies</b> (one Unit only)	Modern Studies: Democracy in Scotland and the United Kingdom.
<b>Politics</b>	Local Government Operation in Scotland
<b>Units in Group 3: Arts and Culture</b>	
<b>Drama</b>	Contemporary Scottish Theatre
<b>Music</b>	Scottish Bagpipe Theory: Bagpipes
<b>Units in Group 4: Business, Industry and Employment</b>	
<b>Care</b> (one Unit only)	Care: Values and Principles
	Working in Health and Social Care Settings
<b>Economics</b>	UK Economic Activity
<b>Travel and Tourism</b> (one Unit only)	The Scottish Tourism Product: An Introduction
	Heritage Industry in Scotland

For other Units, a wide range of Scottish contexts would be appropriate. Guidance on delivering these Units is given below:

Subject area	Unit title	Guidance
<b>Units in Group 1: Language and Literature</b>		
<b>English</b>	English: Analysis and Evaluation with a Scottish Context	The study of any written Scottish text (including texts in Scots/a dialect of Scots) appropriate for SCQF level 6. The study of any spoken language activity with a Scottish focus or in Scots/a dialect of Scots.
	English: Creation and Production with a Scottish Context (Higher)	The creation and production of a detailed and complex written text with/on a Scottish theme or in Scots/a dialect of Scots. <b>And/Or</b> Participation in a detailed and complex spoken interaction with/on a Scottish theme or in Scots/a dialect of Scots.
<b>Units in Group 2: Society and Environment</b>		
<b>Environmental Science</b> (one Unit only)	Environmental Science: Earth's Resources with a Scottish Context (Higher)	The study of an environmental science issue in terms of its effects on the environment/society in Scotland.
	Environmental Science: Sustainability with a Scottish context (Higher)	The study of sustainability with reference to food, water, energy and waste management in Scotland.
<b>Geography</b>	Geography: Physical Environments with a Scottish Context (Higher)	The study of a relevant landscape type/s in Scotland and its associated land use.
<b>Health and Food Technology</b>	Health and Food Technology: Contemporary Food Issues with a Scottish Context (Higher)	The investigation of a contemporary food issue which affects individuals or society in Scotland.
<b>Modern Studies</b>	Modern Studies: Social Issues in the United Kingdom with a Scottish Context (Higher)	The study of issues of social inequality or crime and the law within Scotland.
<b>Religion, Belief and Values</b>	Investigating Religion and Belief with a Scottish Context (SCQF level 6)*	The study of a topic involving religion or religious belief which has contemporary or historical relevance in Scotland.
<b>Sociology</b>	Sociology: Social Issues with a Scottish Context (Higher)	The study of a social issue of contemporary relevance in Scotland from a sociological perspective.
<b>Philosophy</b>	Philosophy:	The study of David Hume's theory of

	Knowledge and Doubt with a Scottish Context (Higher)	knowledge in the context of empiricism.
<b>Units in Group 3: Arts and Culture</b>		
<b>Media</b> ( <i>one Unit only</i> )	Analysing Media Content with a Scottish Context (Higher)	Carry out detailed and complex analysis of at least one example of Scottish media content.
	Creating Media Content with a Scottish Context (Higher)*	Create media content based on a Scottish stimulus or on a Scottish theme.
<b>Art and Design</b> ( <i>one Unit only</i> )	Art and Design: Expressive Activity with a Scottish Context (Higher)*	The analysis of the factors influencing Scottish artists and art practice. The production of creative development ideas based on suitable Scottish subject matter.
	Art and Design: Design Activity with a Scottish Context (Higher)	The analysis of the factors influencing Scottish designers and design practice. The production of creative design ideas for a design brief with a Scottish theme.
<b>Dance</b>	Dance: Technical Skills with a Scottish context (Higher)	Develop knowledge and critical understanding of a Scottish dance style and apply technical skills in this and a contrasting style.
<b>Drama</b>	Drama Skills with a Scottish Context (Higher)	Apply complex drama skills and contribute to the drama process by researching, planning and devising complex drama based on stimuli with a Scottish theme, including text.
	Drama: Production Skills with a Scottish Context (Higher)	Exploring and developing ideas for a production based on stimuli with a Scottish theme.
<b>Music</b> ( <i>one Unit only</i> )	Music: Performing Skills with a Scottish Context (Higher)	Develop and reflect on musical and technical skills through playing/singing music in a range of styles including music in a Scottish style.
	Music: Composing Skills with a Scottish Context (Higher)	Create original music with some Scottish musical features.
	Understanding Music with a Scottish Context (Higher)	Using Scottish music to develop an understanding of music concepts. Analysing the impact of social and cultural factors on Scottish music.
<b>Units in Group 4: Business, Industry and Employment</b>		
<b>Business Management</b>	Understanding Business with a Scottish Context	Analyse the features, objectives and internal structures of large business organisations including organisations in



	(Higher)	Scotland.
<b>Engineering Science</b>	Engineering Contexts and Challenges with a Scottish Context (Higher)	Research and describe a complex engineering system in Scotland or of Scottish origin. <b>And/or</b> Presenting a critical analysis of an engineering solution to a contemporary problem in Scotland.

### **Learning and Teaching Approaches**

Given the wide range of Units that can contribute to this Award, appropriate learning, teaching and assessment approaches will vary across centres and for individual learners. Teachers and lecturers should refer to the relevant *Unit Specifications* and *Unit Support Notes*.

### **Judging the evidence**

Learner evidence for specific Units must be judged against the *Statement of Standards (Outcomes, Assessment Standards and Evidence Requirements)* in the relevant *Unit Specification*. Teachers and lecturers should also refer closely to the associated *Unit Assessment Support* packs.

All Unit assessment must be internally verified using each centre's agreed internal verification processes and will be subject to external verification by SQA.

## Developing skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills for learning, skills for life and skills for work while completing this Award. Details of these skills can be found in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The specific range of these skills developed by learners will depend on the combination of optional Units they achieve as part of the Award. However, all learners will complete the *Scottish Studies: Scotland in Focus (SCQF level 6)* Unit which provides opportunities for them to develop the skills listed below. These opportunities can be built into the Award as appropriate.

Main skill	Relevant skill subset
<p><b>3. Health and Wellbeing</b> This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life and building relationships with others.</p>	<p><b>3.1 Personal learning</b> This means being actively engaged in learning and how it can be planned, sourced, implemented and sustained. It also includes following up on curiosity, thinking constructively, reflecting and learning from experience.</p>
<p><b>4. Employability, enterprise and citizenship</b> This is the ability to develop skills, understandings and personal attributes including a positive attitude to work, to others and to the world's resources.</p>	<p><b>4.4 Enterprise</b> Enterprise involves: the ability to be creative, flexible and resourceful with a positive attitude to change; understanding when and how to use initiative and innovation; being able to evaluate risks to inform individual and collective decision making; and having the ability to persuade others to undertake a joint initiative.</p> <p><b>4.6 Citizenship</b> Citizenship includes: 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, understanding one's responsibility within these and acting responsibly.</p>
<p><b>5. Thinking skills</b> This is the ability to develop the cognitive skills of remembering, identifying, understanding, applying, analysing, evaluating and creating.</p>	<p><b>5.1 Remembering</b> This is the ability to identify, recognise and recall facts, events and sequences.</p> <p><b>5.2 Understanding</b> This is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence and to interpret in a different</p>

	<p>setting or context.</p> <p><b>5.3 Applying</b> This is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete tasks.</p> <p><b>5.4 Analysing and evaluating</b> This covers the ability to identify and weigh-up the features of a situation or issue and to use one's judgement in coming to a conclusion. It includes reviewing and considering any potential solutions.</p> <p><b>5.5 Creating</b> This is the ability to design something innovative or to further develop an existing thing by adding new dimensions or approaches. It includes the ability to make, write, say or do something new.</p>
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# Equality and inclusion

It is recognised that centres have their own duties under equality legislation and policy initiatives. The guidance given in these *Award Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Approaches to assessment should take account of the specific needs of learners. However, centres must ensure that the validity of the assessment is maintained and that all approaches to assessment have the potential to generate evidence of achievement covering all Outcomes and Assessment Standards for each of the contributing Units.

# Appendix 1: Hierarchies across the Scottish Studies Award from SCQF levels 3-6

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
<b>Mandatory Unit</b>				
<b>Scottish Studies</b>	Scottish Studies: Scotland in Focus (H3YP 43)	Scottish Studies: Scotland in Focus (H3YP 44)	Scottish Studies: Scotland in Focus (H3YP 45)	Scottish Studies: Scotland in Focus (H3YP 46)
<b>Optional Units</b>				
<b>Group 1: Language and Literature</b>				
<b>English</b>	English: Understanding Language with a Scottish Context (H6MD 73)	English: Analysis and Evaluation with a Scottish Context (H6MF 74)	English: Analysis and Evaluation with a Scottish Context (H6MF 75)	English: Analysis and Evaluation with a Scottish Context (H6MF 76)
	English: Producing Language with a Scottish Context (H6ME 73)	English: Creation and Production with a Scottish Context (H6NS 74)	English: Creation and Production with a Scottish Context (H6NS 75)	English: Creation and Production with a Scottish Context (H6NS 76)
<b>Gàidhlig / Gaelic (Learners)</b>	Gàidhlig: Tuigsinn Canain (H27A 73)	Gàidhlig: Deanamh agus Cruthachadh (H27D 74)	Gàidhlig: Deanamh agus Cruthachadh (H27D 75)	Gàidhlig: Deanamh agus Cruthachadh (H27D 76)
	Gàidhlig: Deanamh Canain (H27B 73)	Gàidhlig: Mion-sgrudadh agus Luachadh (H27E 74)	Gàidhlig: Mion-sgrudadh agus Luachadh (H27E 75)	Gàidhlig: Mion-sgrudadh agus Luachadh (H27E 76)
	Gaelic (Learners): Using Language (H278 73)	Gaelic (Learners): Using Language (H278 74)	Gaelic (Learners): Using Language (H278 75)	Gaelic (Learners): Using Language (H278 76)
	Gaelic (Learners): Understanding Language	Gaelic (Learners): Understanding Language	Gaelic (Learners): Understanding Language	Gaelic (Learners): Understanding Language

<b>Subject Area</b>	<b>SCQF level 3 Unit</b>	<b>SCQF level 4 Unit</b>	<b>SCQF level 5 Unit</b>	<b>SCQF level 6 Unit</b>
<b>Gàidhlig / Gaelic (Learners)</b>	(H277 73)	(H277 74)	(H277 75)	(H277 76)
	Gaelic (Learners) for Work Purposes (F3CD 09)	Gaelic (Learners) for Work Purposes (F3CD 10)	Gaelic (Learners) for Work Purposes (F3CD 11)	Gaelic (Learners) for Work Purposes (F3CD 12)
	Gaelic (Learners) for Life (H193 43)	Gaelic (Learners) for Life (H193 44)		
	Gaelic (Learners): Listening (FG5E 09)	Gaelic (Learners): Listening (FG5E 10)	Gaelic (Learners): Listening (FG5E 11)	
	Gaelic (Learners): Speaking (FG5D 09)	Gaelic (Learners): Speaking (FG5D 10)	Gaelic (Learners): Speaking (FG5D 11)	
	Gaelic (Learners): Writing (FG5G 09)	Gaelic (Learners): Writing (FG5G 10)	Gaelic (Learners): Writing (FG5G 11)	
	Gaelic (Learners): Reading (FG5F 09)	Gaelic (Learners): Reading (FG5F 10)	Gaelic (Learners): Reading (FY0F 11)	
<b>Scots Language</b>	Scots Language: History and Development (H790 43)	Scots Language: History and Development (H790 44)	Scots Language: History and Development (H790 45)	Scots Language: History and Development (H790 46)
	Scots Language: Understanding and Communicating (H791 43)	Scots Language: Understanding and Communicating (H791 44)	Scots Language: Understanding and Communicating (H791 45)	Scots Language: Understanding and Communicating (H791 46)

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
<b>Group 2: Society and Environment</b>				
<b>Applied Science Note 1</b>				Land Use in Scotland (D316 12) The Ecology of Scotland (D897 12)
<b>Language and Culture Note 1</b>			Contemporary Gaelic Language and Culture: An Introduction (FN44 11)	
<b>Land and Environment Note 1</b>			Rural Business Investigation with a Scottish Context (H6MR 75)	
			Geodiversity and Landscape in Scotland: An Introduction (FV36 11)	
			Practical Conservation: Habitat Management in Scotland (FV5H 11)	
			Biodiversity in Scotland (FV49 11)	
			Rural Land Use (FV40 11)	
<b>Environmental Science</b>	Environmental Science: Earth's Resources with a Scottish Context (H6N7 73)	Environmental Science: Earth's Resources with a Scottish Context (H6N7 74)	Environmental Science: Earth's Resources with a Scottish Context (H6N7 75)	Environmental Science: Earth's Resources with a Scottish Context (H6N7 76)
	Environmental Science: Sustainability with a Scottish Context (H6N8 73)	Environmental Science: Sustainability with a Scottish Context (H6N8 74)	Environmental Science: Sustainability with a Scottish Context (H6N8 75)	Environmental Science: Sustainability with a Scottish Context (H6N8 76)

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
<b>ESOL</b>		ESOL: Living in Scotland (H1XH 10)	ESOL: Living in Scotland (H1XH 11)	
<b>Geography</b>	Geography: Physical Environments with a Scottish Context (H6N9 73)	Geography: Physical Environments with a Scottish Context (H6N9 74)	Geography: Physical Environments with a Scottish Context (H6N9 75)	Geography: Physical Environments with a Scottish Context (H6N9 76)
<b>Geology</b>	Geology, People and Environment (D245 09)	Geology, People and Environment (D245 10)		
	Geology and Scenery (D244 09)	Geology and Scenery (D244 10)		
			Minerals and Rocks (D8XK 11)	Minerals and Rocks (D8XK 12)
<b>Health and Food Technology</b>	Health and Food Technology: Contemporary Food Issues with a Scottish Context (H6NA 73)	Health and Food Technology: Contemporary Food Issues with a Scottish Context (H6NA 74)	Health and Food Technology: Contemporary Food Issues with a Scottish Context (H6NA 75)	Health and Food Technology: Contemporary Food Issues with a Scottish Context (H6NA 76)
<b>History</b>	Historical Study: Scottish (H205 73)	Historical Study: Scottish (H205 74)	Historical Study: Scottish (H205 75)	Historical Study: Scottish (H205 76)
<b>Law Note 1</b>				Scots Law: an Introduction (FN4Y 12)
				Consumer Protection Legislation in Scotland (FN5012)
				Scottish Legal Framework (D32B 12)



<b>Subject Area</b>	<b>SCQF level 3 Unit</b>	<b>SCQF level 4 Unit</b>	<b>SCQF level 5 Unit</b>	<b>SCQF level 6 Unit</b>
<b>Modern Studies</b>	Modern Studies: Social Issues in the United Kingdom with a Scottish Context (H6NB 73)	Modern Studies: Social Issues in the United Kingdom with a Scottish Context (H6NB 74)	Modern Studies: Social Issues in the United Kingdom with a Scottish Context (H6NB 75)	Modern Studies: Social Issues in the United Kingdom with a Scottish Context (H6NB 76)
	Modern Studies: Democracy in Scotland and the United Kingdom (H23C 73)	Modern Studies: Democracy in Scotland and the United Kingdom (H23C 74)	Modern Studies: Democracy in Scotland and the United Kingdom (H23C 75)	Modern Studies: Democracy in Scotland and the United Kingdom (H23C 76)
<b>People and Society</b>	People and Society: Investigating Skills with a Scottish Context (H6NC 73)	People and Society: Investigating Skills with a Scottish Context (H6NC 74)		
	People and Society: Comparing and Contrasting with a Scottish Context (H6ND 73)	People and Society: Comparing and Contrasting with a Scottish Context (H6ND 74)		
	People and Society: Making Decisions with a Scottish Context (H6NE 73)	People and Society: Making Decisions with a Scottish Context (H6NE 74)		
<b>Religion</b>	Investigating Religion and Belief with a Scottish Context (H6R2 43)	Investigating Religion and Belief with a Scottish Context (H6R2 44)	Investigating Religion and Belief with a Scottish Context (H6R2 75)	Investigating Religion and Belief with a Scottish Context (H6R2 76)

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
<b>Rural Skills Note 1</b>		Rural Environment: An Introduction – Scotland (H6MG 74)		
		Rural Species Identification and Habitat - Scotland (H6MH 74)		
<b>Sociology</b>			Sociology: Social Issues - with a Scottish Context (H6N1 75)	Sociology: Social Issues - with a Scottish Context (H6N1 76)
<b>Philosophy</b>			Philosophy: Knowledge and Doubt with a Scottish Context (H6N2 75)	Philosophy: Knowledge and Doubt with a Scottish Context (H6N2 76)
<b>Group 3: Arts and Culture</b>				
<b>Media</b>	Media: Analysing Media Content with a Scottish Context (H6NJ 73)	Media: Analysing Media Content with a Scottish Context (H6NJ 74)	Media: Analysing Media Content with a Scottish Context (H6NJ 75)	Media: Analysing Media Content with a Scottish Context (H6NJ 76)
	Media: Creating Media Content with a Scottish Context (H6NK 73)	Media: Creating Media Content with a Scottish Context (H6NK 74)	Media: Creating Media Content with a Scottish Context (H6NK 75)	Media: Creating Media Content with a Scottish Context (H6NK 76)
<b>Art and Design</b>	Art and Design: Expressive Activity with a Scottish Context (H6NL 73)	Art and Design: Expressive Activity with a Scottish Context (H6NL 74)	Art and Design: Expressive Activity with a Scottish Context (H6NL 75)	Art and Design: Expressive Activity with a Scottish Context (H6NL 76)

<b>Subject Area</b>	<b>SCQF level 3 Unit</b>	<b>SCQF level 4 Unit</b>	<b>SCQF level 5 Unit</b>	<b>SCQF level 6 Unit</b>
<b>Art and Design</b>	Art and Design: Design Activity with a Scottish Context (H6NM 73)	Art and Design: Design Activity with a Scottish Context (H6NM 74)	Art and Design: Design Activity with a Scottish Context (H6NM 75)	Art and Design: Design Activity with a Scottish Context (N6NM 76)
<b>Dance Note 2</b>		Dance: Scottish (H2W3 10)		
			Dance: Alternative (Scotland) (H6N5 75)	
			Dance: Technical Skills with a Scottish Context (H6MS 75)	Dance: Technical Skills with a Scottish Context (H6MA 76)
<b>Drama Note 2</b>	Drama Skills with a Scottish Context (H6NN 73)	Drama Skills with a Scottish Context (H6NN 74)	Drama Skills with a Scottish Context (H6NN 75)	Drama Skills with a Scottish Context (H6NN 76)
	Drama: Production Skills with a Scottish Context (H9P8 73)	Drama: Production Skills with a Scottish Context (H9P8 74)	Drama: Production Skills with a Scottish Context (H9P8 75)	Drama: Production Skills with a Scottish Context (H9P8 76)
			Community Drama with a Scottish Context (H6MT 75)	
				Contemporary Scottish Theatre (D198 12)
<b>Music Note 2</b>	Music: Performing Skills with a Scottish Context (H6NP 73)	Music: Performing Skills with a Scottish Context (H6NP 74)	Music: Performing Skills with a Scottish Context (H6NP 75)	Music: Performing Skills with a Scottish Context (H6NP 76)
	Music: Composing Skills with a Scottish Context (H6NR 73)	Music: Composing Skills with a Scottish	Music: Composing Skills with a Scottish Context (H6NR 75)	Music: Composing Skills with a Scottish Context

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
<b>Music Note 2</b>		Context (H6NR 74)		(H6NR 76)
	Understanding Music with a Scottish Context (H9P7 73)	Understanding Music with a Scottish Context (H9P7 74)	Understanding Music with a Scottish Context (H9P7 75)	Understanding Music with a Scottish Context (H9P7 76)
		Scottish Bagpipe Theory: Bagpipes (F7P2 10)	Scottish Bagpipe Theory: Bagpipes (F7P4 11)	Scottish Bagpipe Theory: Bagpipes (F7P6 12)
			Contemporary Gaelic Music and Song (FN42 11)	
<b>Group 4: Business, Industry and Employment</b>				
<b>Business/Business Management</b>	Business in Action with a Scottish Context (H6N6 73)	Business in Action with a Scottish Context (H6N6 74)	Understanding Business with a Scottish Context (H6N3 75)	Understanding Business with a Scottish Context (H6N3 76)
<b>Care Note 2</b>		Care: Values and Principles (H21C 74)	Care: Values and Principles (H21C 75)	Care: Values and Principles (H21C 76)
		Working in Early Education and Childcare (DM84 10)	Working in Early Education and Childcare (DM84 11)	
				Working in Health and Social Care Settings (F1C7 12)
			Social Services in Scotland: An Introduction (F3G2 11)	
<b>Creative Industries Note 1</b>			Creative Industries: An Introduction - Scotland (H6MV 75)	
		Creative Industries: Basics – Scotland		

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
		(H6MJ 74)		
<b>Digital Media Note 1</b>		Creative Digital Media: An Introduction to the Industry – Scotland (H6ML 74)		
<b>Economics Note 2</b>			Market Operations and the Scottish Economy (F391 11)	
			UK Economic Activity (H236 75)	
<b>Engineering Science</b>		Engineering Contexts and Challenges with a Scottish Context (H6NT 74)	Engineering Contexts and Challenges with a Scottish Context (H6NT 75)	Engineering Contexts and Challenges with a Scottish Context (H6NT 76)
<b>Financial Services Note 1</b>			Financial Services: Introduction – Scotland (H6MW 75)	
<b>Health Sector</b>		Health Sector: An Introduction – Scotland (H6N0 74)	Health Sector: Working in the Health Sector – Scotland (H6N4 75)	
<b>Hospitality Note 1</b>		Hospitality: Working in the Hospitality Industry – Scotland (H6MP 74)		
<b>Laboratory Science Note 1</b>			Laboratory Science: Careers Using Laboratory Science –	

Subject Area	SCQF level 3 Unit	SCQF level 4 Unit	SCQF level 5 Unit	SCQF level 6 Unit
			Scotland (H6MX 75)	
<b>Travel and Tourism Note 2</b>		Travel and Tourism: Scotland (H2Y4 74)	Travel and Tourism: Scotland (H2Y4 75)	
<b>Travel and Tourism Note 2</b>			British Isles Tourist Destinations with a Scottish Context (H6MY 75)	
				The Scottish Tourism Product – An Introduction (DM4T 12)
				Heritage Industry in Scotland (H1SC 12)
<b>Uniformed and Emergency Services Note 1</b>		Uniformed and Emergency Services: An Introduction – Scotland (H6SE 74)		

Notes 1 and 2 For completeness, optional Units contributing to the awards but **not** in a hierarchy have been included in the table

Note1: subject areas where no hierarchy exists

Note 2: subject areas where some Units are in a hierarchy and some are not

# Administrative information

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## History of changes to Award Support Notes

Award details	Version	Description of change	Authorised by	Date
	1.1	Appendix 1 updated with Unit codes and Scotland in Focus Unit	QM	Dec 2014
	1.2	New Units in Music and Drama added to context section and appendix 1 updated	QM	Aug 2015

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