



**Arrangements for:  
HNC and HND Social Sciences  
at SCQF levels 7 and 8  
Group Award Codes: GC3J 15 and GC3K 16  
Validation date: March 2011**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date
12	<b>Additional Optional Unit:</b> J00G 34 Criminology: The Accused's Journey added to HND and HND frameworks	17/04/18
11	<b>Additional Optional Unit Group 2:</b> HK4Y 35 Social Anthropology: Ethnographies of Scottish Peoples for both HNC/HND	21/04/2017
10	Optional Units: HG55 33 Social Anthropology: Who does it and how to do it and HJ2V 34 Social Anthropology: Understanding Our Place in the World have been added to the optional section of both the HNC and HND <b>Revision of Unit:</b> DV0M 34 Work Experience has been replaced by HJW4 34 Work Placement and will finish on 31/07/2019.	17/03/2017 30/03/2017
09	<b>Additional Optional Unit:</b> HF85 34 Emerging Technologies and Experiences and H9DE 34 Digital Skills have been added to the optional section of both the HNC and HND.	05/10/2016
08	<b>Additional Optional Unit:</b> F2FA 33 Communication in Gaelic: Basic Operational Reading and Writing Skills added to Optional units	26/07/2016
07	The Unit Big Data (H8W8 34) has been added to the optional section.	09/07/2015
06	<b>Revision of Unit:</b> DE1K 33 Workplace Communication in English has been revised by H8T2 33 and finishes on 31/07/2016.	13/05/2015
05	<b>Revision of Unit:</b> D77G 34 <i>Communication: Practical Skills</i> revised by H7MB 34 finishing 31/07/2016.	18/11/2014
04	Remediation and reassessment arrangements revised.	24/07/2013
03	<b>Added to frameworks:</b> <i>Work Experience</i> DV0M 34.	23/11/2012
02	Clarification of the combination of units required to achieve the HNC and/or HND.	01/02/2012

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## 1 Introduction

This is the Arrangements Document for the **revised Group Awards in Social Sciences, which were validated in March 2011**. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

HN Awards in Social Sciences provide a number of different articulation pathways to undergraduate degree programmes in universities across the UK. Candidates are also able to progress into employment in a wide range of occupational areas.

The awards are designed to keep pace with the current developments in Scottish education by adhering to the principles of Curriculum for Excellence. The awards are designed to develop the four capacities and offer challenge and enjoyment, breadth, depth, progression, personalisation and choice.

The subject disciplines are relevant and encourage self reflective, independent learning within a cohesive structure that facilitates the on-going development of general, transferable, specific and core skills. Central to the awards are the innovative assessment arrangements and strategy which offer flexibility and opportunities to meet the principles of Curriculum for Excellence and maintain a balance between formative and summative assessment.

HNC/D Awards in Social Sciences are popular and successful qualifications offering candidates a relevant but dynamic curriculum and a learning experience of the highest quality.

## 2 Rationale for the revision of the Group Awards

SQA consulted with centres and candidates to seek their views on the 2006 versions of the awards. The feedback was analysed and the following changes were implemented:

- ◆ Major revisions to the Politics Units. Minor changes to other Units
- ◆ The 'A' Unit assessment is now open book
- ◆ The assessment load has been reduced in order to devote more time to the development of transferable/core skills and the skills of being a Social Scientist.
- ◆ The assessment instruments can be chosen by centres and are not prescribed

The HNC and HND Social Sciences qualifications are designed to offer candidates a broad education in various disciplines within the Social Sciences, as well as relevant supporting Units that will enable candidates to develop core competences that will prepare them primarily for articulation to Higher Education and/or employment.

The programme is structured to provide an HNC qualification after one year of successful study and an HND on completion of the second year.

The proposed content of these awards is organised for delivery over each year with a mandatory section and a series of options which allow centres to design tailored programmes to suit the interest of candidates and the subject specialisation of the staff delivering the programme. In all, 12 credits are required for the HNC award and 30 credits for the HND award.

The awards can be taken on a full-time basis or part-time basis and via open learning.

The HNC Social Sciences sits at SCQF level 7.

The HND Social Sciences sits at SCQF level 8.

### **3 Aims of the Group Awards**

The aims of the HNC and HND Social Sciences Awards have been divided into general aims and subject-related (specific) aims.

Candidates will be encouraged not only to know and evaluate research carried out by social scientists across at least two disciplines, but also to understand how research is carried out along with its philosophical base. Wherever possible, research methods will be contextualised. Candidates will also have several opportunities to carry out small-scale pieces of research themselves depending on subject choice.

#### **3.1 General aims of the Group Awards**

- ◆ develop skills in information communication technology
- ◆ develop skills in numeracy
- ◆ organising and planning
- ◆ working as an individual and with others
- ◆ problem solving
- ◆ enabling progression within the SCQF, including progression to degree programmes
- ◆ management, goal setting, punctuality and meeting deadlines
- ◆ referencing, citation and bibliography skills
- ◆ developing personal effectiveness
- ◆ developing the ability to take responsibility for one's own learning
- ◆ providing opportunities for career planning and enhancing candidates' employment prospects

## **3.2 Specific aims of the Group Awards**

### **3.2.1 Specific Aims of the HNC Social Sciences**

- ◆ develop an understanding of different social science disciplines
- ◆ develop an understanding of the contribution of social sciences to the modern world and human behaviour
- ◆ demonstrate that by combining perspectives from more than one subject, particular themes or aspects of human behaviour can be examined, explained and thereby understood
- ◆ develop an open-minded, critical and evaluative approach to study
- ◆ develop examination techniques
- ◆ gain knowledge and understanding of different research methods
- ◆ develop investigation and research skills
- ◆ gain knowledge of competing views, perspectives, theories and evidence from a variety of subjects to enable the candidate to adopt a social scientific approach
- ◆ develop skills in managing and prioritising information

### **3.2.2 Specific Aims of the HND Social Sciences**

- ◆ develop an in-depth understanding of different social science disciplines
- ◆ develop a comprehensive understanding of the contribution of social sciences to the modern world and human behaviour
- ◆ demonstrate that by combining perspectives from more than one subject, particular themes or aspects of human behaviour can be examined, explained and thereby understood in a more comprehensive manner
- ◆ develop an open-minded, critical and evaluative approach to study
- ◆ develop examination techniques
- ◆ gain knowledge and understanding of different research issues
- ◆ develop investigation and independent research skills
- ◆ analyse and evaluate competing views, perspectives, theories and evidence in a minimum of two subjects to enable the candidate to adopt a comprehensive social scientific approach
- ◆ develop skills in managing and prioritising information

## **3.3 Target groups**

The awards are aimed at candidates who wish to enhance their knowledge and skills in social sciences, core skills and other transferable skills which will prepare them for further study or employment. It is suitable for a wide range of candidates from school leavers to returners to education.

### **3.4 Employment opportunities**

Market research continues to show that employers, in both the public and private sector, accept the relevance of the HNC and HND in Social Sciences. Skills such as communication, time management and the ability to work with others were said to be fundamental to a candidate's employment prospects.

Candidates who have progressed into employment, or were in employment while studying for the Group Awards, confirm their usefulness to employment prospects. This is illustrated further under subject related (specific) aims of the Group Awards as well as the General Aims.

## **4 Access to Group Awards**

### **4.1 General access requirements**

It is recognised that the HNC/D in Social Sciences attracts a wide range of applicants from different backgrounds and experiences. Access will be at the discretion of the centre, however given the demands of the course, it is advisable that candidates demonstrate competence in one of the following:

- ◆ SQA Units, courses and programmes in appropriate subjects at SCQF level 6
- ◆ SWAP Access programmes in Arts and Humanities
- ◆ and/or other equivalent qualifications

However, the HNC/D in Social Sciences has a tradition of offering opportunities to applicants without formal qualifications and who may have experienced social exclusion. Therefore, centres are encouraged to support fully our tradition of social inclusion and continue to provide opportunities for applicants from non-traditional programmes. In such cases, centres are encouraged to take into account experience, life skills and potential ability.

The access statements for individual Units are different and less rigorous than those for the Group Award. Consideration of access to an individual Unit should be based on the interest and ability of a candidate to undertake the particular Unit. For example, an applicant may have completed a non-certificated course in psychology or sociology and wish to pursue this at a higher level. Alternatively, a candidate may be involved in political activity and wish some type of formal certificate. However, the demands of undertaking individual Units are different from those of undertaking the 12 credits required to achieve the HNC Group Award and this should be the distinguishing criterion between access to individual Units and access to the Group Award.



## 4.2 Part-time candidates

The HNC/D will continue to provide opportunities for part-time candidates and contribute to the life-long learning and social inclusion agendas. Examples of part-time provision include:

- 1 Individualised programmes with candidates building up credits over a number of years and working towards the Group Award. Usually 'in-fill' into full-time classes.
- 2 Discrete part-time course run over 2 years for HNC or 3/4 years for HND.
- 3 The part-time opportunities described in 1 and 2 above can be offered in colleges or on an outreach basis (eg community centres). Future opportunities will include open and/or on-line learning.

Part-time candidates can also progress to university study either on a full-time or part-time basis although entry is at the discretion of the receiving institutions.

## 4.3 Recommended Core Skills Entry Level

The recommended Core Skills entry level for the HNC/HND in Social Sciences qualifications is as follows:

Communication	SCQF level 5
Numeracy	SCQF level 5
Problem Solving	SCQF level 5
Information Technology	SCQF level 5
Working with Others	SCQF level 5

The recommended Core Skills entry level has been adopted to allow candidates from a wide range of backgrounds to access the award.

## 5 Group Awards structure

### 5.1 HNC Social Sciences Framework

#### Summary of design principles — HNCs will:

- ◆ be at SCQF level 7 and have 96 SCQF credit points (12 HN credits)
- ◆ have a minimum of 48 SCQF credits (6 HN credits) at level 7
- ◆ have one Graded Unit of 8 SCQF points at SCQF level 7
- ◆ have a mandatory section with a minimum of 48 SCQF credit points (6 HN credits), including the Graded Unit

#### Recommended Core Skills Entry Level

Numeracy	SCQF level 5
Problem Solving	SCQF level 5
Working with Others	SCQF level 5
Information Technology	SCQF level 5
Communication	SCQF level 5

There are opportunities to develop all five Core Skills across the qualifications. Information on how these can be developed is contained later within this document and also within the Unit specifications. Some elements of Core Skills will be developed to SCQF level 6, specifically Communication.

The Numeracy component, Using Number at SCQF level 5 is embedded in the Research and Methodology Unit.

#### Recommended Core Skills Exit Level

Numeracy	SCQF level 5
Problem Solving	SCQF level 6
Working with Others	SCQF level 6
Information Technology	SCQF level 5
Communication	SCQF level 6

## HNC Social Sciences (12 credits) (GC3J 15)

### Mandatory Section (6 credits required)

Unit Title	Unit Code	SCQF credit points	SCQF level	SQA credit value
Social Science: Research and Methodology	FM66 34	8	7	1
Social Sciences: Graded Unit 1 (Exam)	FM67 34	8	7	1
Psychology A: History and Development of Psychology	FK8D 34	8	7	1
Sociology A: An Introduction to Sociology	FK8R 34	8	7	1
Sociology B: Applying Sociological Theories and Studies to Sociological Topics	FK8T 34	16	7	2

- ◆ In addition to Sociology, candidates must achieve at least one other A + B combination
- ◆ Candidates are required to achieve 6 credits from the optional section, of which 2 credits must be Social Science credits

### Optional Section (6 credits required)

Social Science Units	Unit Code	SCQF credit points	SCQF level	SQA credit value
Economics A: Introduction to Economics	FJ34 34	8	7	1
Geography A: The Geography of Inequality	FJ39 34	8	7	1
History A: Introducing Topics within a Historical Period	FK7V 34	8	7	1
Philosophy A: An Introduction to Philosophical Debate	FK81 34	8	7	1
Politics A: An Introduction to Political Theories of the State	FK85 34	8	7	1
Psychology B: Explanation and Research of Psychological Topics	FK8E 34	16	7	2
Economics B: Theory and Application	FJ36 34	16	7	2
Geography B: Urban Geography	FJ3A 34	16	7	2
History B: Analysing Topics within a Historical Period	FK7W 34	16	7	2
Philosophy B: Classic Texts in Philosophy	FK82 34	16	7	2
Politics B: The United Kingdom and Scotland	FK86 34	16	7	2

Non Social Science Units	Unit Code	SCQF credit points	SCQF level	SQA credit value
Communication: Practical Skills	H7MB 34*	8	7	1
Communication: Using Information Technology and Desktop Publishing	D7LW 34	8	7	1
Literature: Close Reading Skills	D7MA 34	8	7	1
Literature: Contextual Analysis	A5DT 34	8	7	2
Criminology	FM43 35	16	8	2
Criminology :The Accused's Journey	J00G 34*	8	7	1
European Union Institutions	A54T 34	8	7	1
European Union Institutions	A6H2 35	16	8	2
Media Analysis: Advertisements	DH4C 34	8	7	1
Press and Broadcasting in the UK	DH48 34	8	7	1
Communication and Behavioural Science	D7ME 35	8	8	1
Working with People and Teams	A6GV 34	16	7	2
Internet: Theory and Practice	D7XG 35	8	8	1
Internet: Web Server Management	D76D 35	16	8	2
Interpersonal and Group Skills	D7XF 35	8	8	1
Interview Skills	D7XH 35	8	8	1
Narrative in Fiction and Film	D7MC 35	8	8	1
Critical Analysis of Texts	D7M9 35	8	8	1
Using Software Application Packages	D85F 34	8	7	1
Complex Oral Presentation	DH49 34	8	7	1
Politics of European Integration	DE2D 35	8	8	1
Personal Development Planning	DE3R 34	8	7	1
Sociology: Work and Organisations	A58H 34	8	7	1
Journalism Skills: Introduction to Industry and Practice	F7PW 34	8	7	1
Journalism Skills: Advanced	F7PX 35	16	8	2
Data Collection and Handling Methods	F3X3 35	8	8	1
Workplace Communication in English	H8T2 33*	8	6	1
Work Role Effectiveness	DG6E 34	24	7	3
<b>OR</b>				
Work Role Effectiveness	DG6G 35	24	8	3
Organisations and Management	F1MF 34	8	7	1
Scottish Parliament: Scotland's Devolved Political System	F545 34	16	7	2
An Investigation in the Social Sciences	F6NE 34	8	7	1
Developing Skills for Personal Effectiveness	DF4E 34	8	7	1
Work Placement	HJW4 34*	8	7	1
Big Data	H8W8 34	8	7	1
Emerging Technologies and Experiences	HF85 34	8	7	1
Digital Skills	H9DE 34	8	7	1

Social Anthropology: Who does it and how to do it	HG55 33	8	6	1
Social Anthropology: Understanding Our Place in the World	HJ2V 34	8	7	1
Social Anthropology: Ethnographies of Scottish Peoples	HK4Y 35	16	8	2

\*Refer to History of Changes for revision changes.

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in French: Advanced Operational Listening Skills	F69F 34	8	7	1
Communication in French: Advanced Operational Reading Skills	F69G 34	8	7	1
Communication in French: Advanced Operational Speaking Skills	F69H 34	8	7	1
Communication in French: Advanced Operational Writing Skills	F69E 34	8	7	1
Communication in French: Basic Operational Listening Skills	F6CD 33	8	6	1
Communication in French: Basic Operational Reading Skills	F6CE 33	8	6	1
Communication in French: Basic Operational Reading and Writing Skills	F2F9 33	8	6	1
Communication in French: Basic Operational Speaking Skills	F6CF 33	8	6	1
Communication in French: Basic Operational Speaking and Listening Skills	F20P 33	8	6	1
Communication in French: Basic Operational Writing Skills	F6CC 33	8	6	1
French for Work: Advanced Operational	F0J3 34	24	7	3
French for Work: Basic Operational	F0HW 33	24	6	3
French for Work: Intermediate Operational	F0HX 33	24	6	3
Communication in Gaelic: Advanced Operational Listening Skills	F7R0 34	8	7	1
Communication in Gaelic: Advanced Operational Reading Skills	F7R1 34	8	7	1
Communication in Gaelic: Advanced Operational Speaking Skills	F7R2 34	8	7	1
Communication in Gaelic: Advanced Operational Writing Skills	F7PY 34	8	7	1
Communication in Gaelic: Basic Operational Listening Skills	F7HM 33	8	6	1
Communication in Gaelic: Basic Operational Reading Skills	F7HN 33	8	6	1

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in Gaelic: Basic Operational Reading and Writing Skills	F2FA 33	8	6	1
Communication in Gaelic: Basic Operational Speaking Skills	F7HP 33	8	6	1
Communication in Gaelic: Basic Operational Speaking and Listening Skills	F20R 33	8	6	1
Communication in Gaelic: Basic Operational Writing Skills	F7HL 33	8	6	1
Gaelic for Work: Advanced Operational	F0J4 34	24	7	3
Gaelic for Work: Basic Operational	F0HV 33	24	6	3
Gaelic for Work: Intermediate Operational	F0HY 33	24	6	3
Communication in German: Advanced Operational Listening Skills	F6BE 34	8	7	1
Communication in German: Advanced Operational Reading Skills	F6BF 34	8	7	1
Communication in German: Advanced Operational Speaking Skills	F6BH 34	8	7	1
Communication in German: Advanced Operational Writing Skills	F6BD 34	8	7	1
Communication in German: Basic Operational Listening Skills	F6B3 33	8	6	1
Communication in German: Basic Operational Reading Skills	F6B4 33	8	6	1
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	8	6	1
Communication in German: Basic Operational Speaking Skills	F6B5 33	8	6	1
Communication in German: Basic Operational Speaking and Listening Skills	F20S 33	8	6	1
Communication in German: Basic Operational Writing Skills	F6B2 33	8	6	1
German for Work: Advanced Operational	F0J5 34	24	7	3
German for Work: Basic Operational	F0HT 33	24	6	3
German for Work: Intermediate Operational	F0J0 33	24	6	3
Communication in Italian: Advanced Operational Listening Skills	F6NB 34	8	7	1

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in Italian: Advanced Operational Reading Skills	F6NC 34	8	7	1
Communication in Italian: Advanced Operational Speaking Skills	F6ND 34	8	7	1
Communication in Italian: Advanced Operational Writing Skills	F6NA 34	8	7	1
Communication in Italian: Basic Operational Listening Skills	F6C9 33	8	6	1
Communication in Italian: Basic Operational Reading Skills	F6CA 33	8	6	1
Communication in Italian: Basic Operational Reading and Writing Skills	F2FC 33	8	6	1
Communication in Italian: Basic Operational Speaking Skills	F6CB 33	8	6	1
Communication in Italian: Basic Operational Speaking and Listening Skills	F20T 33	8	6	1
Communication in Italian: Basic Operational Writing Skills	F6C8 33	8	6	1
Italian for Work: Advanced Operational	F0J8 34	24	7	3
Italian for Work: Basic Operational	F0HS 33	24	6	3
Italian for Work: Intermediate Operational	F0J1 33	24	6	3
Communication in Spanish: Advanced Operational Listening Skills	F6BA 34	8	7	1
Communication in Spanish: Advanced Operational Reading Skills	F6BB 34	8	7	1
Communication in Spanish: Advanced Operational Speaking Skills	F6BC 34	8	7	1
Communication in Spanish: Advanced Operational Writing Skills	F6B7 34	8	7	1
Communication in Spanish: Basic Operational Listening Skills	F6CJ 33	8	6	1
Communication in Spanish: Basic Operational Reading Skills	F6CK 33	8	6	1
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	8	6	1



<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in Spanish: Basic Operational Speaking Skills	F6CL 33	8	6	1
Communication in Spanish: Basic Operational Speaking and Listening Skills	F20W 33	8	6	1
Communication in Spanish: Basic Operational Writing Skills	F6CH 33	8	6	1
Spanish for Work: Advanced Operational	F0J9 34	24	7	3
Spanish for Work: Basic Operational	F0HR 33	24	6	3
Spanish for Work: Intermediate Operational	F0J2 33	24	6	3

## 5.2 HND Social Sciences Framework

### Summary of design principles — HNDs will:

- ◆ be at SCQF level 8 and have 240 SCQF credit points (30 HN credits)
- ◆ have a minimum of 64 SCQF credit points (8 HN credits) at level 8
- ◆ have one Graded Unit of 8 SCQF points at level 7, plus 16 SCQF credit points of Graded Units at level 8
- ◆ have a mandatory section with a minimum of 96 SCQF credit points, including the Graded Units

### Recommended Core Skills Entry Level

Numeracy	SCQF level 5
Problem Solving	SCQF level 6
Working with Others	SCQF level 6
Information Technology	SCQF level 5
Communication	SCQF level 6

There are opportunities to develop all 5 Core Skill across the qualifications. Information on how these can be developed is contained later within this document and also within the Unit specifications. Some elements of Core Skills will be developed to SCQF level 6, specifically Communication and Working with Others.

Problem Solving will be certificated at SCQF level 6 within the Graded Unit Project.

### Recommended Core Skills Exit Level

Numeracy	SCQF level 5
Problem Solving	SCQF level 6
Working with Others	SCQF level 6
Information Technology	SCQF level 5
Communication	SCQF level 6

## HND Social Sciences (30 Credits) (GC3K 16)

### Mandatory Section (12 credits required)

Unit Title	Unit Code	SCQF credit points	SCQF level	SQA credit value
Social Science: Research and Methodology	FM66 34	8	7	1
Social Sciences: Graded Unit 1 (Exam)	FM67 34	8	7	1
Psychology A: History and Development of Psychology	FK8D 34	8	7	1
Sociology A: An Introduction to Sociology	FK8R 34	8	7	1
Sociology B: Applying Sociological Theories and Studies to Sociological Topics	FK8T 34	16	7	2
Social Science: Research Issues	FM0J 35	8	8	1
Sociology C: Analysing and Evaluating Sociological Debates	FK8V 35	16	8	2
Sociology D: Specialist Study	FK8P 35	8	8	1
Social Sciences: Graded Unit 2 (Project)	FM68 35	8	8	1
Social Sciences: Graded Unit 3 (Exam)	FM6A 35	8	8	1

- ◆ Candidates are required to achieve 18 credits from the optional section, of which at least 8 credits must be Social Science credits
- ◆ In addition to Sociology, candidates must achieve at least one other A+B+C+D combination

### Optional Section (18 credits required)

Social Science Units	Unit Code	SCQF credit points	SCQF level	SQA credit value
Economics A: Introduction to Economics	FJ34 34	8	7	1
Geography A: The Geography of Inequality	FJ39 34	8	7	1
History A: Introducing Topics within a Historical Period	FK7V 34	8	7	1
Philosophy A: An Introduction to Philosophical Debate	FK81 34	8	7	1
Politics A: An Introduction to Political Theories of the State	FK85 34	8	7	1
Psychology B: Explanation and Research of Psychological Topics	FK8E 34	16	7	2
Economics B: Theory and Application	FJ36 34	16	7	2
Geography B: Urban Geography	FJ3A 34	16	7	2
History B: Analysing Topics within a Historical Period	FK7W 34	16	7	2

<b>Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Philosophy B: Classic Texts in Philosophy	FK82 34	16	7	2
Politics B: The United Kingdom and Scotland	FK86 34	16	7	2
Economics C: Applied Economics the Global Perspective	FJ37 35	16	8	2
Geography C: Environmental Geography	FJ38 35	16	8	2
History C: Evaluating Topics within a Historical Period	FK7X 35	16	8	2
Philosophy C: An Introduction to Logical Analysis	FK83 35	16	8	2
Politics C: The United States and the European Union	FK87 35	16	8	2
Psychology C: Analysis and Evaluation of Psychological Topics	FK8F 35	16	8	2
Economics D: Economics Today	FJ35 35	8	8	1
Geography D: Geography Today	FJ3C 35	8	8	1
History D: Specialist Study	FK7T 35	8	8	1
Philosophy D: Normative Ethics	FK7Y 35	8	8	1
Politics D: Political Representation	FK84 35	8	8	1
Psychology D: The Research Process in Psychology	FK8C 35	8	8	1

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication: Practical Skills	H7MB 34*	8	7	1
Communication: Using Information Technology and Desktop Publishing	D7LW 34	8	7	1
Literature: Close Reading Skills	D7MA 34	8	7	1
Literature: Contextual Analysis	A5DT 34	8	7	2
Criminology	FM43 35	16	8	2
Criminology :The Accused's Journey	J00G 34*	8	7	1
European Union Institutions	A54T 34	8	7	1
European Union Institutions	A6H2 35	16	8	2
Media Analysis: Advertisements	DH4C 34	8	7	1
Press and Broadcasting in the UK	DH48 34	8	7	1
Communication and Behavioural Science	D7ME 35	8	8	1
Working with People and Teams	A6GV 34	16	7	2
Internet: Theory and Practice	D7XG 35	8	8	1
Social Anthropology: Who does it and how to do it	HG55 33	8	6	1
Social Anthropology: Understanding Our Place in the World	HJ2V 34	8	7	1
Social Anthropology: Ethnographies of Scottish Peoples	HK4Y 35	16	8	2

\*Refer to History of Changes for revision changes.

Non Social Science Units	Unit Code	SCQF credit points	SCQF level	SQA credit value
Internet: Web Server Management	D76D 35	16	8	2
Interpersonal and Group Skills	D7XF 35	8	8	1
Interview Skills	D7XH 35	8	8	1
Narrative in Fiction and Film	D7MC 35	8	8	1
Critical Analysis of Texts	D7M9 35	8	8	1
Using Software Application Packages	D85F 34	8	7	1
Complex Oral Presentation	DH49 34	8	7	1
Politics of European Integration	DE2D 35	8	8	1
Personal Development Planning	DE3R 34	8	7	1
Sociology: Work and Organisations	A58H 34	8	7	1
Journalism Skills: Introduction to Industry and Practice	F7PW 34	8	7	1
Journalism Skills: Advanced	F7PX 35	16	8	2
Data Collection and Handling Methods	F3X3 35	8	8	1
Workplace Communication in English	H8T2 33*	8	6	1
Work Role Effectiveness	DG6E 34	24	7	3
<b>OR</b>				
Work Role Effectiveness	DG6G 35	24	8	3
Organisations and Management	F1MF 34	8	7	1
Scottish Parliament: Scotland's Devolved Political System	F545 34	16	7	2
An Investigation in the Social Sciences	F6NE 34	8	7	1
Developing Skills for Personal Effectiveness	DF4E 34	8	7	1
Work Placement	HJ4W 34*	8	7	1
Big Data	H8W8 34	8	7	1
Emerging Technologies and Experiences	HF85 34	8	7	1
Digital Skills	H9DE 34	8	7	1
Communication in French: Advanced Operational Listening Skills	F69F 34	8	7	1
Communication in French: Advanced Operational Reading Skills	F69G 34	8	7	1
Communication in French: Advanced Operational Speaking Skills	F69H 34	8	7	1
Communication in French: Advanced Operational Writing Skills	F69E 34	8	7	1
Communication in French: Basic Operational Listening Skills	F6CD 33	8	6	1
Communication in French: Basic Operational Reading Skills	F6CE 33	8	6	1

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in French: Basic Operational Reading and Writing Skills	F2F9 33	8	6	1
Communication in French: Basic Operational Speaking Skills	F6CF 33	8	6	1
Communication in French: Basic Operational Speaking and Listening Skills	F20P 33	8	6	1
Communication in French: Basic Operational Writing Skills	F6CC 33	8	6	1
French for Work: Advanced Operational	F0J3 34	24	7	3
French for Work: Basic Operational	F0HW 33	24	6	3
French for Work: Intermediate Operational	F0HX 33	24	6	3
Communication in Gaelic: Advanced Operational Listening Skills	F7R0 34	8	7	1
Communication in Gaelic: Advanced Operational Reading Skills	F7R1 34	8	7	1
Communication in Gaelic: Advanced Operational Speaking Skills	F7R2 34	8	7	1
Communication in Gaelic: Advanced Operational Writing Skills	F7PY 34	8	7	1
Communication in Gaelic: Basic Operational Listening Skills	F7HM 33	8	6	1
Communication in Gaelic: Basic Operational Reading Skills	F7HN 33	8	6	1
Communication in Gaelic: Basic Operational Reading and Writing Skills	F2FA 33	8	6	1
Communication in Gaelic: Basic Operational Speaking Skills	F7HP 33	8	6	1
Communication in Gaelic: Basic Operational Speaking and Listening Skills	F20R 33	8	6	1
Communication in Gaelic: Basic Operational Writing Skills	F7HL 33	8	6	1
Gaelic for Work: Advanced Operational	F0J4 34	24	7	3
Gaelic for Work: Basic Operational	F0HV 33	24	6	3
Gaelic for Work: Intermediate Operational	F0HY 33	24	6	3

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in German: Advanced Operational Listening Skills	F6BE 34	8	7	1
Communication in German: Advanced Operational Reading Skills	F6BF 34	8	7	1
Communication in German: Advanced Operational Speaking Skills	F6BH 34	8	7	1
Communication in German: Advanced Operational Writing Skills	F6BD 34	8	7	1
Communication in German: Basic Operational Listening Skills	F6B3 33	8	6	1
Communication in German: Basic Operational Reading Skills	F6B4 33	8	6	1
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	8	6	1
Communication in German: Basic Operational Speaking Skills	F6B5 33	8	6	1
Communication in German: Basic Operational Speaking and Listening Skills	F20S 33	8	6	1
Communication in German: Basic Operational Writing Skills	F6B2 33	8	6	1
German for Work: Advanced Operational	F0J5 34	24	7	3
German for Work: Basic Operational	F0HT 33	24	6	3
German for Work: Intermediate Operational	F0J0 33	24	6	3
Communication in Italian: Advanced Operational Listening Skills	F6NB 34	8	7	1
Communication in Italian: Advanced Operational Reading Skills	F6NC 34	8	7	1
Communication in Italian: Advanced Operational Speaking Skills	F6ND 34	8	7	1
Communication in Italian: Advanced Operational Writing Skills	F6NA 34	8	7	1
Communication in Italian: Basic Operational Listening Skills	F6C9 33	8	6	1
Communication in Italian: Basic Operational Reading Skills	F6CA 33	8	6	1

<b>Non Social Science Units</b>	<b>Unit Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in Italian: Basic Operational Reading and Writing Skills	F2FC 33	8	6	1
Communication in Italian: Basic Operational Speaking Skills	F6CB 33	8	6	1
Communication in Italian: Basic Operational Speaking and Listening Skills	F20T 33	8	6	1
Communication in Italian: Basic Operational Writing Skills	F6C8 33	8	6	1
Italian for Work: Advanced Operational	F0J8 34	24	7	3
Italian for Work: Basic Operational	F0HS 33	24	6	3
Italian for Work: Intermediate Operational	F0J1 33	24	6	3
Communication in Spanish: Advanced Operational Listening Skills	F6BA 34	8	7	1
Communication in Spanish: Advanced Operational Reading Skills	F6BB 34	8	7	1
Communication in Spanish: Advanced Operational Speaking Skills	F6BC 34	8	7	1
Communication in Spanish: Advanced Operational Writing Skills	F6B7 34	8	7	1
Communication in Spanish: Basic Operational Listening Skills	F6CJ 33	8	6	1
Communication in Spanish: Basic Operational Reading Skills	F6CK 33	8	6	1
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	8	6	1
Communication in Spanish: Basic Operational Speaking Skills	F6CL 33	8	6	1
Communication in Spanish: Basic Operational Speaking and Listening Skills	F20W 33	8	6	1
Communication in Spanish: Basic Operational Writing Skills	F6CH 33	8	6	1
Spanish for Work: Advanced Operational	F0J9 34	24	7	3
Spanish for Work: Basic Operational	F0HR 33	24	6	3
Spanish for Work: Intermediate Operational	F0J2 33	24	6	3



## Mapping of General Aims

- 1 Develop skills in information and communication technology
- 2 Develop skills in numeracy
- 3 Organising and planning
- 4 Working as an individual and with others
- 5 Problem solving
- 6 Enabling progression within the SCQF, including progression to degree programmes
- 7 Time management, goal setting, punctuality and meeting deadlines
- 8 Referencing, citation and bibliography skills
- 9 Developing personal effectiveness
- 10 Developing the ability to take responsibility for one's own learning
- 11 Providing opportunities for career planning and enhancing candidates' employment prospects

Unit Title	Unit Code	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11
Research and Methodology	FM66 34	✓	✓	✓	✓	✓	✓			✓	✓	✓
Research Issues	FM0J 35	✓			✓	✓	✓	✓	✓	✓	✓	✓
Sociology A	FK8R 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Sociology B	FK8T 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Sociology C	FK8V 35	✓			✓	✓	✓	✓	✓	✓	✓	✓
Sociology D	FK8P 35	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology A	FK8D 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Psychology B	FK8E 34	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology C	FK8F 35	✓			✓	✓	✓	✓	✓	✓	✓	✓
Psychology D	FK8C 35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economics A	FJ34 34	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Economics B	FJ36 34	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Economics C	FJ37 35	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Economics D	FJ35 35	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography A	FJ39 34	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Geography B	FJ3A 34	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Geography C	FJ38 35	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Geography D	FJ3C 35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
History A	FK7V 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
History B	FK7W 34	✓			✓	✓	✓	✓	✓	✓	✓	✓

Unit Title	Unit Code	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11
History C	FK7X 35	✓			✓	✓	✓	✓	✓	✓	✓	✓
History D	FK7T 35	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Politics A	FK85 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Politics B	FK86 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Politics C	FK87 35	✓			✓	✓	✓	✓	✓	✓	✓	✓
Politics D	FK84 35	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Philosophy A	FK81 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Philosophy B	FK82 34	✓			✓	✓	✓	✓	✓	✓	✓	✓
Philosophy C	FK83 35	✓			✓	✓	✓	✓	✓	✓	✓	✓
Philosophy D	FK7Y 35	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Graded Unit 1 (Exam)	FM67 34			✓			✓	✓			✓	✓
Graded Unit 2 (Project)	FM68 35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graded Unit 3 (Exam)	FM6A 35			✓			✓	✓			✓	✓

## **Mapping of Specific Aims of HNC to Units**

- 1 Develop an understanding of different social science disciplines
- 2 Develop an understanding of the contribution of social sciences to the modern world and human behaviour
- 3 Demonstrate that by combining perspectives from more than one subject, particular themes or aspects of human behaviour can be examined, explained and thereby understood
- 4 Develop an open-minded, critical and evaluative approach to study
- 5 Develop examination techniques
- 6 Gain knowledge and understanding of different research methods
- 7 Develop investigation and research skills
- 8 Gain knowledge of competing views, perspectives, theories and evidence from a variety of subjects to enable the candidate to adopt a social scientific approach
- 9 Develop skills in managing and prioritising information

Unit Name	Unit Code	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
Research and Methodology	FM66 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graded Unit 1 (HNC Exam)	FM67 34	✓	✓	✓	✓	✓	✓			✓
Sociology A	FK8R 34	✓	✓	✓	✓		✓	✓	✓	✓
Sociology B	FK8T 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology A	FK8D 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology B	FK8E 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economics A	FJ34 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economics B	FJ36 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography A	FJ39 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography B	FJ3A 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
History A	FK7V 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
History B	FK7W 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philosophy A	FK81 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philosophy B	FK82 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Politics A	FK85 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Politics B	FK86 34	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal Development Planning	DE3R 34				✓		✓			✓
Work Role Effectiveness (SCQF level 7)	DG6E 34				✓		✓			✓
Work Role Effectiveness (SCQF level 8)	DG6G 35				✓		✓			✓

## **Mapping of Specific Aims of HND to Units**

- 1 Develop an in-depth understanding of different social science disciplines
- 2 Develop a comprehensive understanding of the contribution of social sciences to the modern world and human behaviour
- 3 Demonstrate that by combining perspectives from more than one subject, particular themes or aspects of human behaviour can be examined, explained and thereby understood in a more comprehensive manner
- 4 Develop an open-minded, critical and evaluative approach to study
- 5 Develop examination techniques
- 6 Gain knowledge and understanding of different research issues
- 7 Develop investigation and independent research skills
- 8 Analyse and evaluate competing views, perspectives, theories and evidence in a minimum of two subjects to enable the candidate to adopt a comprehensive social scientific approach
- 9 Develop skills in managing and prioritising information

Unit title	Unit Code	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
Research Issues	FM0J 35	✓	✓	✓	✓		✓	✓	✓	✓
Sociology C	FK8V 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sociology D	FK8P 35	✓	✓	✓	✓		✓	✓	✓	✓
Psychology C	FK8F 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology D	FK8C 35	✓	✓	✓	✓		✓	✓	✓	✓
Economics C	FJ37 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economics D	FJ35 35	✓	✓	✓	✓		✓	✓	✓	✓
Geography C	FJ38 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography D	FJ3C 35	✓	✓	✓	✓		✓	✓	✓	✓
History C	FK7X 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
History D	FK7T 35	✓	✓	✓	✓		✓	✓	✓	✓
Politics C	FK87 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Politics D	FK84 35	✓	✓	✓	✓		✓	✓	✓	✓
Philosophy C	FK83 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philosophy D	FK7Y 35	✓	✓	✓	✓		✓	✓	✓	✓
Criminology	D4XY 35 or FM43 35	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graded Unit 2 (Project)	FM68 35	✓	✓	✓	✓		✓	✓	✓	✓
Graded Unit 3 (Exam)	FM6A 35	✓	✓	✓	✓	✓	✓			✓

## **5.3 Articulation, professional recognition and credit transfer**

### **Articulation and Progression *onto* the HNC/D Social Sciences**

#### **Secondary Education & Further Education**

Articulation is possible onto the HNC/D Social Sciences from:

Units, courses and programmes in appropriate subjects at SCQF level 6

SWAP Access programmes in Arts and Humanities

Or, other equivalent qualifications

#### **Scottish Wider Access Programme (SWAP)**

The HNC in Social Sciences was designed in 1992 as a curriculum bridge between SWAP programmes and second year degree provision. This has continued to be a very appropriate and successful route for SWAP candidates. However, this qualification is not only a 'transfer' route to degree programmes. The HNC is broad-based and concentrates on developing processes and skills, as well as subject content. It can also enable all candidates to progress, if they wish, to a number of HNDs or into 2<sup>nd</sup> and 3<sup>rd</sup> year degree programmes. Over the last few years, and particularly since the Higher Still development, SWAP programmes too have changed to become broader, less subject specific programmes. They therefore allow more choice and flexibility of progression routes.

### **Articulation and Progression *from* the HNC/D Social Sciences**

#### **Higher Education**

The Scottish Funding Council report *Articulation For All (2007)* highlighted the value of Higher National awards as an accessible stepping stone to a degree programme. The majority of candidates completing the HNC Social Sciences award at SCQF level 7 progress to further study, either through an HND programme or directly to first/second year degree programmes. HND candidates completing the HND Social Sciences award at SCQF level 8 often progress directly into second/third year of a degree programme.

#### **Articulation is possible into SCQF level 8 and 9 programmes in:**

Humanities

Arts

Applied Social Studies

Behavioural Sciences

Criminology

Social Sciences



## **Credit transfer**

Specific credit transfer will be given where the subject related content of the Units has not changed significantly.

The table that follows shows where specific credit transfer operates between the Units of both the old and new awards.

Post Pilot HNC/D	New Units	Credit Transfer given	Comment
Social Science: Research and Methodology (DP59 34)	Social Science: Research and Methodology (FM66 34)	Yes	DP59 34 embeds the Core Skill of Numeracy at SCQF level 5
Research Issues (DP3P 35)	Research Issues (FM0J 35)	Yes	
Economics A (DP3Y 34)	Economics A (FJ34 34)	Yes	
Geography A (DP4G 34)	Geography A (FJ39 34)	Yes	
History A (DP4C 34)	History A (FK7V 34)	Yes	
Philosophy A (DP47 34)	Philosophy A (FK81 34)	Yes	
Politics A (DP55 34)	Politics A (FK85 34)	Yes	
Psychology A (DP43 34)	Psychology A (FK8D 34)	Yes	
Sociology A (DP3R 34)	Sociology A (FK8R 34)	Yes	
Economics B (DP40 34)	Economics B (FJ36 34)	Yes	
Geography B (DP4H 34)	Geography B (FJ3A 34)	Yes	
History B (DP4D 34)	History B (FK7W 34)	Yes	
Philosophy B (DP48 34)	Philosophy B (FK82 34)	Yes	
Politics B (DP56 34)	Politics B (FK86 34)	Yes	
Psychology B (DP44 34)	Psychology B (FK8E 34)	Yes	
Sociology B (DP3T 34)	Sociology B (FK8T 34)	Yes	
Economics C (DP41 35)	Economics C (FJ37 35)	Yes	
Geography C (DP4J 35)	Geography C (FJ38 35)	Yes	
History C (DP4E 35)	History C (FK7X 35)	Yes	
Politics C (DP57 35)	Politics C (FK87 35)	Yes	
Philosophy C (DP49 35)	Philosophy C (FK83 35)	Yes	
Psychology C (DP45 35)	Psychology C (FK8F 35)	Yes	
Sociology C (DP3V 35)	Sociology C (FK8V 35)	Yes	
Economics D (DP42 35)	Economics D (FJ35 35)	<b>No</b>	
Geography D (DP4K 35)	Geography D (FJ3C 35)	Yes	
History D (DP4F 35)	History D (FK7T 35)	Yes	
Philosophy D (DP4A 35)	Philosophy D (FK7Y 35)	Yes	
Politics D (DP58 35)	Politics D (FK84 35)	<b>No</b>	
Psychology D (DP46 35)	Psychology D (FK8C 35)	Yes	
Sociology D (DP3W 35)	Sociology D (FK8P 35)	<b>No</b>	

## 6 Approaches to delivery and assessment

### 6.1 Content and Context

The HNC/D in Social Sciences is designed for candidates who wish to articulate into second/third year degree programmes or seek employment in a range of fields.

### 6.2 Delivery and Assessment

Each Unit within the group awards can be taught and assessed as a stand-alone Unit, however it is recommended that they should be taught and assessed within the subject area of the group award to which they contribute.

There is a mandatory requirement to achieve **two** Social Sciences combinations (A and B for the HNC or A, B, C and D for the HND).

In Sociology, both A and B are required for an HNC Group Award and A, B, C and D are required for the HND Group Award.

In Psychology, because the Psychology A Unit is part of the mandatory section, it is likely to be done concurrently with or prior to the Psychology B Unit. It will also have been completed prior to the Psychology C and/or Psychology D Units.

To achieve the HNC or HND Social Sciences candidates must have achieved Sociology and at least one other subject with either an A and B or A, B, C and D combination.

If a candidate chooses to study additional Social Sciences subjects then it is possible to study a B Unit, without studying the A Unit or to study a C Unit without studying the A and/or B Units.

Topics within some Units will allow centres choices that reflect individual interests and specialisms and that also satisfy the requirements of higher education institutions with which articulation is a possibility. At the same time topics chosen for HNC/HND year 1 and for HND Year 2 should allow articulation between centres.

Candidates who have undertaken study of the Units contributing to an HNC Social Sciences Group Award should have the ability to demonstrate and/or work with:

- ◆ a broad knowledge of the subject/discipline in general
- ◆ knowledge that is embedded in the main theories, concepts and principles
- ◆ an awareness of the evolving/changing nature of knowledge and understanding
- ◆ an understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference

In addition, HNC candidates should have the ability to use some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline and practise these in both routine and non-routine contexts.

HNC Units (A and B and the Research and Methodology Unit) have also been designed to allow candidates to develop generic cognitive skills. At the end of first year, candidates should be able to:

- ◆ present and evaluate arguments, information and ideas which are routine to the subject/discipline
- ◆ use a range of approaches to addressing defined and/or routine problems and issues within familiar contexts

Therefore, candidates should be encouraged to develop a questioning approach that gets them to think like social scientists and be analytical and enquiring, rather than passively accepting.

Candidates who have undertaken C and D Units of study, as well as the Research Issues Unit (ie HND candidates) should have the ability to demonstrate and/or work with:

- ◆ broad knowledge of the scope, defining features, and main areas of a subject/discipline
- ◆ detailed knowledge in some areas
- ◆ understanding of a limited range of core theories, principles and concepts
- ◆ limited knowledge and understanding of some major current issues and specialisms
- ◆ an outline knowledge and understanding of research and equivalent scholarly/academic processes

In addition, HND candidates should be able to: use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex; carry out routine lines of enquiry, development or investigation into professional level problems and issues; adapt routine practices within accepted standards.

HND Units (C and D) have also been designed to allow candidates to further develop generic cognitive skills. On achievement of the HND, candidates should be able to:

- ◆ undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/discipline
- ◆ use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues
- ◆ critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues

Candidates should be encouraged to engage with theory and research evidence that shows different points of view. It is important that candidates are exposed to diversity of opinion in order to develop their ability to question and also to strengthen their evaluation skills so they are not too accepting.

During delivery of these awards independent learning is to be encouraged; it should be structured and supported to build this skill. The degree of independent study should be built over the award to reflect the SCQF level. Therefore, more support at SCQF level 7 would be required at the beginning of the course.

## 6.3 Unit Assessment Strategy

The design principles for HN have encouraged a more holistic approach to assessment and, where appropriate for assessment purposes, a wide variety of possible ways of gathering evidence has been made available. These will involve either open book or closed book assessment instruments. This allows candidates to experience a range of assessment and helps them to develop different skills, which should be transferable to the next step of higher education or to employment.

Sampling is used within the HN Social Science awards. Sampling is used in cases where competence across a wide range of knowledge and skills can be inferred from assessing a sample of knowledge and skills. Sampling is not about assessing less. Rather, it is about assessing competence that is *representative* of a wider range of knowledge and skills.

The following strategy is adopted within the Social Science Units.

### A Units

The 'A' Units will be holistically assessed by a single open book assessment covering all Unit Outcomes.

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements in an A Unit. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

This assessment could take the form of one of the following:

- ◆ an open book essay with an expected candidate response of approximately 1500 words
- ◆ a set of structured questions with an expected candidate response of approximately 1500 words
- ◆ an individual oral presentation *or* poster exhibition with an expected candidate's response of 10 to 12 minutes in presentation or explanation of poster
- ◆ a pod cast
- ◆ an individual Blog, or creation of a website, with approximately 1500 words
- ◆ any other method that is appropriate to meet the evidence requirements.

It is possible to combine the oral presentation with the poster exhibition, where the candidate covers certain knowledge and skills requirements in a poster and covers the others in an oral presentation on the same assessment occasion. Where this occurs the total time for all aspects would be 10 to 12 minutes (rather than 10 to 12 minutes each). It is recommended that oral presentations are recorded in some form for external verification purposes.

Regardless of the assessment methods chosen candidates must submit a bibliography presented in a standard referencing format such as Harvard or APA.

In response to the task set, the candidate must convey complex ideas in a well structured and coherent format.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Candidates should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information, particularly as this Unit is at SCQF level 7.

NB: It is important that the language used in the assessment instrument reflects SCQF level 7 in each type of task.

## **B Units**

The 'B' Units will be assessed using two instruments of assessment. One will be a closed book assessment (without the use of notes, textbooks, VLE or other materials in a supervised setting) and the other an open book assessment.

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements in a B Unit. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

The closed book assessment could take the form of one of the following:

- ◆ a set of unseen structured questions requiring a response of approximately 1000 words across all questions
- ◆ an essay requiring a response of approximately 1000 words
- ◆ an oral response to set questions requiring a response in sustained detail for approximately 8 minutes
- ◆ other oral presentation of approximately 8 minutes duration
- ◆ any other method that is appropriate to meet the evidence requirements.

Candidates will know the broad area to be assessed one week prior to the assessment date. It is likely that if it is a written assessment it will take 90 minutes to complete.

The second assessment instrument will be open book (with access to materials e.g. text books, notes, VLE). The task should be handed out at an appropriate point in the delivery of the Unit and a submission date should be specified by the Centre. It should be completed according to a prearranged format and could take the form of any of the following:

- ◆ an open book essay with an expected candidate response of approximately 2000 words
- ◆ set of structured questions with an expected candidate response of approximately 2000 words
- ◆ an individual oral presentation or poster exhibition with an expected candidate response of 15 minutes in presentation or explanation of poster
- ◆ a pod cast
- ◆ an individual Blog, or creation of a website, with approximately 2000 words
- ◆ any other method that is appropriate to meet the evidence requirements.

It is recommended that oral presentations are recorded in some form for external verification purposes.

Regardless of the assessment methods chosen candidates must submit a bibliography presented in a standard referencing format such as Harvard or APA.

In response to the task set, the candidate must convey complex ideas in a well structured and coherent format.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Candidates should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information, particularly as this Unit is at SCQF level 7.

NB It is important that the language used in the assessment instrument reflects SCQF level 7 in each type of task.

## **C Units**

The 'C' Units will be assessed by two instruments of assessment. One will be a closed book assessment (without the use of notes, textbooks, VLE or other materials in a supervised setting) and the other an open book assessment.

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements in a C Unit. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

The closed book assessment could take the form of one of the following:

- ◆ a set of unseen structured questions requiring a response of approximately 1000 words across all questions
- ◆ an essay, also requiring approximately 1000 words
- ◆ an oral response to set questions requiring a response in sustained detail for approximately 8 minutes
- ◆ other oral presentation of approximately 8 minutes duration
- ◆ any other method that is appropriate to meet the evidence requirements

Candidates will know the broad area to be assessed one week prior to the assessment date. It is likely that if it is a written assessment it will take 90 minutes to complete.

The second assessment instrument will be open book (with access to materials, eg text books, notes, VLE). The task should be handed out at an appropriate point in the delivery of the Unit and a submission date should be specified by the Centre. It should be completed according to a prearranged format and could take the form of any of the following:

- ◆ an open book essay with an expected candidate response of approximately 2000 words
- ◆ set of structured questions with an expected candidate response of approximately 2000 words
- ◆ an individual oral presentation or poster exhibition with an expected candidate response of 15 minutes in presentation or explanation of poster
- ◆ a podcast

- ◆ an individual Blog, or creation of a website, with approximately 2000 words
- ◆ any other method that is appropriate to meet the evidence requirements.

Regardless of the assessment methods chosen candidates must submit a bibliography presented in a standard referencing format such as Harvard or APA.

In response to the task set, the candidate must convey complex ideas in a well structured and coherent format.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Candidates should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information, particularly as this Unit is at SCQF level 8.

**Note—** This Unit is a step up in level of demand and wording used in instruments of assessment should reflect SQCF level 8.

## D Units

The 'D' Units will be holistically assessed by a single open book assessment (with access to materials, eg text books, notes, VLE) covering all Unit Outcomes.

The assessment for a D Unit could take the form of any of the following:

- ◆ an essay question with an expected candidate response of approximately 2000 words
- ◆ a report with an expected candidate response of approximately 2000 words
- ◆ a set of structured questions with an expected candidate response of approximately 2000 words
- ◆ an individual oral presentation or poster exhibition with an expected candidate response of approximately 15 minutes in presentation or explanation of poster
- ◆ a pod cast
- ◆ an individual Blog, or creation of a website, with approximately 2000 words
- ◆ any other method that is appropriate to meet the evidence requirements

Regardless of the assessment methods chosen candidates must submit a bibliography presented in a standard referencing format such as Harvard or APA.

In response to the task set, the candidate must convey complex ideas in a well structured and coherent format.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Candidates should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information, particularly as this Unit is at SCQF level 8.

**Note —** The wording used in the instrument of assessment should reflect SCQF level 8.



## **Remediation and Reassessment**

### **Closed book assessments**

Remediation could be done by oral clarification for minor omissions or to clarify minor detail. If additional information is required this can be added, as long as it is in total approximately 100 words or less per outcome. If these conditions cannot be met, then the candidate should be reassessed using a different set of questions.

### **Social Science: Research and Methodology (FM66 34) (Closed book assessments)**

Remediation for Outcomes 1 and 2 could be done by oral clarification for minor omissions or to clarify minor detail. If additional information is required this can be added, as long as it is in total approximately 100 words or less per outcome. If these conditions cannot be met, then the candidate should be reassessed using a different set of questions for Outcomes 1 and/or 2.

For Outcome 3, if the candidate has one of the calculations incorrect eg standard deviation, then he/she could be remediated on the one calculation only. However, if more than one calculation is incorrect then the candidate would have to be reassessed for Outcome 3.

### **Open book assessments**

If the candidate does not pass on the first attempt they should have a chance to remediate on the original question. This could be by oral questioning or amending the original assignment. The amendments should be incorporated within the assignment and not added at the end with numerous asterisks. Lecturers and tutors should use their professional judgement with regards to the number of words to be added.

If the candidate does not pass on remediation then they should be reassessed using a different question.

In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. However, where more work is required to meet the evidence requirements (eg where the quality of evidence is poor in a presentation) another presentation of the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as reassessment.

## 6.4 Models of Delivery and Assessment

Models of delivery are offered here as *exemplars*, drawing on a selection of subject disciplines available within the frameworks. Models are provided for illustration purposes following both a two semester and a three-block format delivered over 36 weeks. Individual centres can adapt these models to assist in planning the delivery of their selected mix of Units from the framework at HNC and at HND levels. The design principles are firmly captured in the models provided, but these models should not be seen as prescriptive in any way.

This HNC is designed to give candidates underpinning knowledge and skills in a broad range of social science disciplines, core skills and other transferable skills which will prepare them for further study or employment.

The recommended assessment strategy focuses on the use of essays, reports, oral presentations or other, written, assignments - determined appropriate at SCQF Level 7 and selected by individual centres; which reflect current SQA Guidelines and verified good practice.

Opportunities for e-assessment may be limited but can be considered in Units such as Psychology A, Politics A and at least in part, Research and Methodology. The selection and choice of appropriate written and oral assessment instruments may also be chosen within a programme by centres utilising local expertise and subject to SQA Guidelines. Special Arrangements for candidates with Additional Needs can thus be addressed successfully.

Graded Unit assessment, in the form of a closed-book examination, is most productively approached as a series of written responses as specified. Graded Unit examinations are devised in each centre and submitted with marking schedules to SQA for prior-verification contributing to and maintaining the continued national standard in the social sciences.

The assessment loading of this HNC is designed to be both comprehensive and suited for candidates developing analytical and evaluative skills essential for further study or entering a variety of occupations. The additional benefit of developing oral presentation skills might shape assessment choice. Practical and transferable skills such as research, synthesis, analysis and the evaluation of complex topics are relevant and essential to the study of the social sciences.

The models of the assessment strategy presented here offer a guide to centres and lecturers in scheduling and so offer flexibility in programme design that allows for individual variation and adaptation to the needs of candidates, centres and lecturers. The suggestion that by moving the date of assessments by for example, merging the delivery of a 'B' Unit before administering the 'A' Unit assessment, can remove the burden of assessment falling at the end of a scheduled block of teaching without inconvenience. The advantages for individual lecturers and their candidates are clear in the likely improvements in achievement and thus, in retention.

## Exemplar Model 1

**HNC/HND Social Sciences delivered in a Two Semester structure.**

### **Assessment Strategy - HNC and HND Social Sciences Year 1.**

Assessment can be arranged flexibly over a period of weeks covering the end of the A Unit and the beginning of the B Unit. (i.e. Weeks 12-15). Some teaching of the succeeding Unit (i.e. the A Unit is followed by the B Unit) can be carried out before the A Unit assessment is completed. Units delivered in two hours per week can be assessed at the end of the Semester, thus avoiding an over-burden of assessment.

### **Key to Units referred to in model**

Unit 1	Social Science: Research and Methodology
Unit 2	Sociology A
Unit 3	Sociology B
Unit 4	Psychology A
Unit 5	Psychology B
Unit 6	History A
Unit 7	History B
Unit 8	Politics A
Unit 9	Philosophy A
Unit 10	Communication: Practical Skills
Unit 11	Personal Development Planning
Unit 12	Graded Unit 1

Total = 15 credits

**Note**— Units 8, 9 and 11 can be removed to offer a fixed programme of 12 credits if required

		Weeks																										
		Semester 1									Semester 2																	
		1				6				12					18				24					30				36
Unit 1	2 hours per week	<b>A</b>																										
Unit 2	3 hours per week	<b>A</b>									<i>Assessment from A Unit can be adjusted and overlap with start of teaching of B Unit as appropriate</i>																	
Unit 3		3 hours per week									<b>A</b>																	
		<i>Assessment can be arranged to ensure assessments are staged</i>																										
Unit 4	3 hours per week	<b>A</b>									<i>Assessment from A Unit can be adjusted and overlap with start of teaching of B Unit as appropriate</i>																	
Unit 5		3 hours per week									<b>A</b>																	
Unit 6	3 hours per week	<b>A</b>									<i>Assessment from A Unit can be adjusted and overlap with start of teaching of B Unit as appropriate</i>																	
Unit 7		3 hours per week									<b>A</b>																	
Unit 8	2 hours per week	<b>A</b>																										
Unit 9											2 hours per week									<b>A</b>								
Unit 10	2 hours per week. <i>Can be integrated with Units 2,4,6,8 or 11 for assessment (various options)</i>	<b>A</b>																										
Unit 11	1 hour per week	<b>A</b>																										
Unit 12											2 hours per week									<b>A</b>								
		<i>Graded Unit examination likely to be held around weeks 30-32</i>																										

**A** = flexible and negotiable submission dates of assessment / week for completion of assessment

## Mandatory Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 1: Research and Methodology</b>	No	Appropriate closed-book assessment.	This would be delivered and assessed in Block 1 of the programme Content could be re-enforced during Psychology B.
<b>Unit 2: Sociology A</b>	No	One open book assessment — in an appropriate written format.	Scheduling the assessment of this Unit can be flexible and delivery of Sociology B can be started before the Sociology A assessment has been completed where time and achieving a balanced workload is a concern.
<b>Unit 3: Sociology B</b>	No	Two assessments — written or oral presentation is possible; one open book and one closed book.	This Unit is delivered from the end of Sociology A and both assessments should be completed before Block 3 ends. Candidates would continue to develop knowledge and understanding, building on theoretical knowledge.
<b>Unit 4: Psychology A</b>	No	One appropriate open book assessment.	This subject is often taken on by candidates as the second discipline required for the Group Award, leading to tackling Psychology B in Blocks 2 and 3.
<b>Unit 12: Graded Unit 1</b>	No	Examination.	This would be delivered in Block 3 - providing revision and exam technique development opportunities for candidates, with assessment being scheduled on or around week 32.

## Optional Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 5: Psychology B</b>	May provide reinforcement with Research and Methodology Unit content.	One closed book assessment in an appropriate format and one open book assessment (e.g. project report) required.	Delivery is scheduled to be over Blocks 2 and 3. The final (project) submission can be scheduled after the Graded Unit to spread the assessment workload.
<b>Unit 6: History A</b>	Possible integration with Unit 10	One open book assessment in an appropriate format.	
<b>Unit 7: History B</b>	No	Two appropriate assessments - one open book and one closed book.	Units 6 and 7 offer candidates a third A and B combination as part of the Group Award and to offer candidates additional articulation opportunities.
<b>Unit 8: Politics A</b>	Possible integration with Unit 10	One open-book assignment as appropriate.	
<b>Unit 9: Philosophy A</b>	Possible integration with Unit 10	One open-book -Written or Oral Presentation -assignment.	
<b>Unit 10: Communication: Practical Skills</b>	Delivery can reinforce writing, presentation and other skills and integration is highly valued to contextualise learning. Possible integration with any of the open book assessments	Written and oral assessment as appropriate.	Three assessment pieces are required which can draw on formative or thematic work scheduled in other Units as appropriate. Stand-alone assessment pieces in context of the social sciences and collected over the course of the delivery period can also be completed.
<b>Unit 11: Personal Development Planning</b>	Possible integration with Unit 10		

## Exemplar Model 2

**HNC/HND Social Sciences delivered in a Three Semester structure.**

**Assessment Strategy - HNC and HND Social Sciences Year 1.**

For Block 1, it is possible to assess candidates somewhere between Week 11 and Week 13 — scheduling assessment across the subjects to avoid overloading candidates in one week. This allows staff to decide what is best for the content of their subject. The staff can also start teaching the B Unit for one or two weeks prior to assessment for the A Unit, to allow time for study/catch-up.

In Blocks 2 and 3 staff will decide which weeks to do the open book and which to do the closed book — often around Weeks 22 to 24 and then again in Weeks 34 to 36. Teams should decide the assessment schedule to avoid an assessment overload with the Graded Unit examination.

The Graded Unit exam can be held in Week 32 for HNC or HND Year 1, and still allow the final submissions of assessments for the remaining Units to be carried out before the end of term.

One model, involving Units 10 and 11, can be delivered in an integrated manner using the 3 hours of time for each Unit, over Blocks 2 and 3 to the best effect.

### **Key to Units referred to in model:**

Unit 1	Social Science: Research and Methodology
Unit 2	Sociology A
Unit 3	Sociology B
Unit 4	Psychology A
Unit 5	Psychology B
Unit 6	Politics A
Unit 7	Politics B
Unit 8	Geography A
Unit 9	Philosophy A
Unit 10	Communication: Practical Skills
Unit 11	Personal Development Planning
Unit 12	Graded Unit 1

Total = 15 credits

### Sample Model

		Weeks																		
		Block 1				Block 2				Block 3										
		1			6			12			18			24			30			36
Unit 1	3 hours per week	<b>A</b>																		
Unit 2	3 hours per week					<b>A</b>														
Unit 3						3 hours per week				<b>A</b>										
Unit 4	3 hours per week	<b>A</b>																		
Unit 5						3 hours per week				<b>A</b>										
Unit 6	3 hours per week	<b>A</b>																		
Unit 7						3 hours per week				<b>A</b>										
Unit 8						3 hours per week				<b>A</b>										
Unit 9										3 hours per week										
Unit 10	3 hours per week	<b>A</b>																		
Unit 11						3 hours per week				<b>A</b>										
Unit 12										3 hours per week										

**A** = negotiable and flexible submission of assessment/ completion of assessment.



## Mandatory Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 1: Research and Methodology</b>	No	Appropriate closed-book assessment.	This would be delivered and assessed in Block 1 of the programme. Content could be re-enforced during Psychology B.
<b>Unit 2: Sociology A</b>	No	One open book assessment — in an appropriate written format.	Scheduling the assessment of this Unit can be flexible and delivery of Sociology B can be started before the Sociology A assessment has been completed where time and achieving a balanced workload is a concern.
<b>Unit 3: Sociology B</b>	No	Two assessments — written or oral presentation is possible; one open book and one closed book.	This Unit is delivered from the end of Sociology A and both assessments should be completed before Block 3 ends. Candidates would continue to develop knowledge and understanding, building on theoretical knowledge.
<b>Unit 4: Psychology A</b>	No	One appropriate open book assessment.	This subject is often taken on by candidates as the second discipline required for the Group Award, leading to tackling Psychology B in Blocks 2 and 3.
<b>Unit 12: Graded Unit 1</b>	No	Examination.	This would be delivered in Block 3 - providing revision and exam technique development opportunities for candidates, with assessment being scheduled on or around week 32.

## Optional Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 5: Psychology B</b>	May provide reinforcement with Research and Methodology Unit content.	One closed book assessment in an appropriate format and one open book assessment (e.g. project report) required.	Delivery is scheduled to be over Blocks 2 and 3. The final (project) submission can be scheduled after the Graded Unit to spread the assessment workload.
<b>Unit 6: Politics A</b>	Possible integration with Unit 10	One open book assessment in an appropriate format.	
<b>Unit 7: Politics B</b>	No	Two appropriate assessments - one open book and one closed book.	Units 6 and 7 offer candidates a third A and B combination as part of the Group Award and to offer candidates additional articulation opportunities.
<b>Unit 8: Geography A</b>	Possible integration with Unit 10	One open-book assignment as appropriate.	
<b>Unit 9: Philosophy A</b>	Possible integration with Unit 10	One open-book -Written or Oral Presentation - assignment.	
<b>Unit 10: Communication: Practical Skills</b>	Delivery can reinforce writing, presentation and other skills and integration is highly valued to contextualise learning. Possible integration with any of the open book assessments	Written and oral assessment as appropriate.	Three assessment pieces are required which can draw on formative or thematic work scheduled in other Units as appropriate. Stand-alone assessment pieces in context of the social sciences and collected over the course of the delivery period can also be completed.
<b>Unit 11: Personal Development Planning</b>	Possible integration with Unit 10		

## Exemplar Model 3

**HND Social Sciences delivered in a Two Semester structure.**

### Assessment Strategy - HND Social Sciences Year 2

Assessment can be arranged flexibly over a period of weeks covering the end of the C Unit and the beginning of the D Unit. (i.e. Weeks 23-26). Some teaching of the succeeding unit (i.e. C Unit is followed by D Unit) can be carried out before the C Unit assessment is completed. Units delivered in two hours per week can be assessed at the end of Semester, thus avoiding an over-crowding of assessment.

The Graded Unit Project (Unit 10) requires each element be achieved before progression to the next, so negotiation of timing is important. The final report submission should be negotiated so that it does not fall on top of the Graded Unit Examination around weeks 30-32, if at all possible. The final element of the Graded Unit Project, the Evaluation can thus be carried out, again by negotiation, before the end of Semester 2.

### Key to Units referred to in model:

Unit 1	Social Science: Research Issues
Unit 2	Sociology C
Unit 3	Sociology D
Unit 4	Psychology C
Unit 5	Psychology D
Unit 6	History C
Unit 7	History D
Unit 8	Politics C
Unit 9	Politics D
Unit 10	Graded Unit 2
Unit 11	Graded Unit 3

**Total = 15 credits**

**A** = negotiable and flexible submission of assessment / completion of assessment.

## Sample Model

		Weeks																																				
		Semester 1																		Semester 2																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Unit 1		<b>2 hours per week</b>																		<b>A</b>																		
Unit 2	<b>A</b>	<b>3 hours per week</b>																		<b>A</b>																		<i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 3																				<b>3 hours per week</b>																		<b>A</b>
Unit 4		<b>3 hours per week</b>																		<b>A</b>																		<b>A</b> <i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 5																				<b>3 hours per week</b>																		<b>A</b>
Unit 6		<b>3 hours per week</b>																		<b>A</b>																		<b>A</b> <i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 7																				<b>3 hours per week</b>																		<b>A</b>
Unit 8		<b>3 hours per week</b>																		<b>A</b>																		<i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 9																				<b>3 hours per week</b>																		<b>A</b>
Unit 10																				<b>3 hours per week</b>																		Planning <b>A</b> Research and Writing <b>A</b> Evaluation <b>A</b>
Unit 11																				<b>3 hours per week</b>																		<b>A</b>

## Mandatory Units

<b>Unit</b>	<b>Integration with other Units</b>	<b>Assessment</b>	<b>Comments on possible delivery and assessment</b>
<b>Unit 1: Research Issues</b>	No	Appropriate closed-book assessment.	This would be delivered and assessed in the first half of the programme
<b>Unit 2: Sociology C</b>	No	Two assessments — one could be an Essay and one an Oral Presentation	This unit is delivered from the start of the programme and both assessments should be completed before Unit 3 starts.
<b>Unit 3: Sociology D</b>	No	One assessment — written or oral presentation possible.	Candidates would continue to develop knowledge and understanding, building on theoretical knowledge.
<b>Unit 10: Graded Unit 2</b>	No	Project report in appropriate format as specified.	Choice of topic is negotiated and can be selected from any topic or subject of interest drawing on subjects taken.
<b>Unit 11: Graded Unit 3</b>	No	Examination	This would be delivered in Semester 2 - providing revision and technique development opportunities for candidates, with assessment being scheduled on or around week 30.

## Optional Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 4: Psychology C</b>	No	Two assessments as appropriate (e.g. in report format)	This Unit is delivered from the start of the programme and both assessments should be completed before Unit 5 starts.
<b>Unit 5: Psychology D</b>	No	One assessment in appropriate format	
<b>Unit 6: History C</b>	No	Two Essays, one closed book and one open book format.	This Unit is delivered from the start of the programme and both assessments should be completed before Unit 7 starts.
<b>Unit 7: History D</b>	No	One closed-book Essay or Oral Presentation	
<b>Unit 8: Politics C</b>	No	One open-book <i>and</i> One closed-book Essay or Oral Presentation assignment as appropriate	This Unit is delivered from the start of the programme and both assessments should be completed before Unit 9 starts.
<b>Unit 9: Politics D</b>	No	One closed-book Written or Oral Presentation assignment	

## **Exemplar Model 4**

**HND Social Sciences delivered in a Three Semester structure.**

### **Assessment Strategy - HND Social Sciences Year 2**

Assessment can be arranged flexibly over a period of weeks for the first of two assessments in the C Units (i.e. Weeks 11-14). The second assessment can be carried out towards the end of the second Block, with the potential for a little overlap with the teaching time of the D Unit in Block 3 with no serious overburden on the candidates. Some teaching of the succeeding Unit (i.e. C Unit is followed by D Unit) can be carried out before the C Unit assessment is completed.

The Graded Unit Project (Unit 10) requires each element be achieved before progression to the next, so negotiation of timing is important. The final report submission should be agreed. The Graded Unit Examination (Unit 11) to be held around Weeks 31-33, if at all possible allows final submission of assessments from D Units between Weeks 34 and 36.

#### **Key to Units referred to in model:**

Unit 1	Social Science: Research Issues
Unit 2	Sociology C
Unit 3	Sociology D
Unit 4	Psychology C
Unit 5	Psychology D
Unit 6	History C
Unit 7	History D
Unit 8	Economics C
Unit 9	Politics D
Unit 10	Graded Unit 2
Unit 11	Graded Unit 3

**Total = 15 credits**

**A** = negotiable and flexible submission of assessment/ completion of assessment.

## Sample Model

Weeks																																					
Semester 1																		Semester 2																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Unit 1	<b>2 hours per week</b>																		<b>A</b>																		
Unit 2	<b>3 hours per week</b>																		<b>A</b>																		<i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 3																			<b>3 hours per week</b>																		<b>A</b>
Unit 4	<b>3 hours per week</b>																		<b>A</b>																		<b>A</b> <i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 5																			<b>3 hours per week</b>																		<b>A</b>
Unit 6	<b>3 hours per week</b>																		<b>A</b>																		<b>A</b> <i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 7																			<b>3 hours per week</b>																		<b>A</b>
Unit 8	<b>3 hours per week</b>																		<b>A</b>																		<i>A negotiated over-run can be arranged to spread the burden of assessment.</i>
Unit 9																			<b>3 hours per week</b>																		<b>A</b>
Unit 10																			<b>3 hours per week</b>																		Planning <b>A</b> Research and Writing <b>A</b> Evaluation <b>A</b>
Unit 11																			<b>3 hours per week</b>																		<b>A</b>



## Mandatory Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 1: Research Issues</b>	No	Appropriate closed-book assessment.	This would be delivered and assessed in the first half of the programme
<b>Unit 2: Sociology C</b>	No	Two assessments — one could be an Essay and one an Oral Presentation	This unit is delivered from the start of the programme and both assessments should be completed before Unit 3 starts.
<b>Unit 3: Sociology D</b>	No	One assessment — written or oral presentation possible.	Candidates would continue to develop knowledge and understanding, building on theoretical knowledge.
<b>Unit 10: Graded Unit 2</b>	No	Project report in appropriate format as specified.	Choice of topic is negotiated and can be selected from any topic or subject of interest drawing on subjects taken.
<b>Unit 11: Graded Unit 3</b>	No	Examination	This would be delivered in Semester 2 - providing revision and technique development opportunities for candidates, with assessment being scheduled on or around week 30.

## Optional Units

Unit	Integration with other Units	Assessment	Comments on possible delivery and assessment
<b>Unit 4: Psychology C</b>	No	Two assessments as appropriate (e.g. in report format)	This Unit is delivered from the start of the programme and both assessments should be completed before Unit 5 starts.
<b>Unit 5: Psychology D</b>	No	One assessment in appropriate format	
<b>Unit 6: History C</b>	No	Two Essays, one closed book and one open book format.	This Unit is delivered from the start of the programme and both assessments should be completed before Unit 7 starts.
<b>Unit 7: History D</b>	No	One closed-book Essay or Oral Presentation	
<b>Unit 8: Politics C</b>	No	One open-book <i>and</i> One closed-book Essay or Oral Presentation assignment as appropriate	This Unit is delivered from the start of the programme and both assessments should be completed before Unit 9 starts.
<b>Unit 9: Politics D</b>	No	One closed-book Written or Oral Presentation assignment	

## 6.5 Core Skills

Under design principles HNC and HND programmes shall incorporate opportunities for candidates to develop Core Skills. Programmes should clearly include opportunities for candidates to develop Core Skills to levels required by the occupations or progression pathways the HNs support. Within the HNC/D in Social Sciences awards there is opportunity to develop all five Core Skills to appropriate levels.

Within the HNC/D awards, opportunities for developing Core Skills will be signposted. This requires the identification of opportunities for developing Core Skills that lie out with those that can be summatively assessed and certificated. This allows the range of opportunities to develop Core Skills through teaching and learning to be identified and highlights the opportunities for those delivering and managing the Units. Further detail can be found in Appendix 1 Core Skills Statements.

Each Unit within the social science awards provides a range of opportunities for developing Core Skills. Which Core Skills are to be developed will depend on the types of learning and teaching activities chosen within the context of each subject discipline and on each Unit being undertaken. The extent of development will depend on the learning opportunities chosen by the candidate or the delivery and assessment methods selected by the tutor. In addition, core skills can be developed within optional Units such as Personal Development Planning (DE3R 34). The Core Skills developed within this award also contribute to the agenda for employability.

The following core skill guidance is incorporated within the Social Science Unit specifications.

It is possible to develop **Communication at SCQF level 6** if the assessment takes the form of an essay or oral presentation. **For written communication at SCQF level 6 the skill is: produce well structured written communication on complex topics.** To develop this skill candidates can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate.

The candidates could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays on particular theories, opinions or theorists, without being formally assessed for certification of the Core Skill. The topics within each Unit are complex, so should easily fit with SCQF level 6.

It is important to develop essay-writing skills for candidates' future progression. In doing this candidates should also be encouraged to use an appropriate referencing method, such as Harvard or APA, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing.

**For oral communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic.** In both formative and summative assessment the candidate could be encouraged to give a detailed oral presentation on some aspect of theory, a viewpoint of a theorist or some appropriate research, which would be a complex topic. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation or in an oral explanation of a poster exhibition. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage candidates to work in a small group, with a few people contributing to the presentation. This may allow a candidate to experience the demands of oral presentation before choosing this as an option for summative assessment of a Unit (if the Centre is able to give that choice).

**For the Core Skill of Information and Communication Technology at SCQF level 5 the skills are: ‘Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks’ and ‘Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks’.** This Unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. A summative assessment using ICT presentation methods is also possible. Specific areas of accessing information using Internet searches or VLE use and providing and creating information can be developed in such tasks. Creating a Blog or a website for the summative assessment is another way in which this Core Skill can be developed. This could be used where candidates (and their lecturer) have particular skills and interest in ICT.

**For the Core Skill of Working with Others at SCQF level 6 the skills are ‘Working Co-operatively with Others’ and ‘Review Co-operative Contribution’.** Candidates will be involved in complex interactions. Formative activities could be used to encourage candidates to work co-operatively with others. A group presentation task or information gathering task could be the basis of developing specific skills relevant to this Core Skill. It would be appropriate to encourage candidates to reflect on their own contribution to any group activity, whether that is a formative oral presentation or research for a topic or debate, which may be done as a group activity.

**For the Core Skill of Numeracy at SCQF level 5 the skills are: ‘Using Number, apply a range of numerical skills in various everyday situations’ and ‘Using Graphical Information, interpret and communicate graphical information in everyday situations’.** The Unit Social Science: Research and Methodology from the mandatory section lends itself well to development of Numeracy at SCQF level 5. Candidates can be given sample calculations to work out and data presented in tables and graphs to analyse as formative work. It is possible to develop these skills alongside the work done for the Units ‘Psychology B’ and/or ‘Psychology D’, where calculations are part of the knowledge and skills developed. As part of the summative assessment here candidates will have to work with statistical data, carry out calculations, present information in graphical form and draw conclusions based on collated data. This Core Skill could be developed without formal certification.

The Numeracy component, Using Number at SCQF level 5, is embedded within the Unit Social Science: Research and Methodology.

**For the Core Skill of Problem Solving at SCQF level 6 the skills are: ‘Critical Thinking’ ‘Planning and Organising’ and ‘Reviewing and Evaluating’.** This Core Skill can be developed particularly the planning of tasks across the HNC and HND Social Science awards. Tutors should encourage learners to explore appropriate strategies for managing their time and evaluating the considerable amount of data available on the topics contained in this award. Tutors may actively choose to further develop this skill by setting tasks for group activity and arranging joint information feedback sessions. Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for candidates to take responsibility for learning by encouraging the development of research skills via the Internet or using text books. This would contribute towards the component Critical Thinking where the general skill of analysing a complex situation or issue will be developed. This Core Skill could be developed without formal certification.

The Problem Solving Core Skill at SCQF level 6 is embedded within the Social Sciences: Graded Unit 2 (HND Project) (FM68 35).

### **Curriculum for Excellence**

The Curriculum for Excellence aspires to place learners at the centre of the curriculum and develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The four capacities will be developed throughout the HNC and HND Social Sciences.

These awards will develop the literacy and communication skills of the learners by way of formative and summative assessments. Independent learning is required throughout both awards, whilst the opportunity is available for group learning through formative tasks and in the summative assessment for many outcomes. The subject of the social sciences demands independent thinking, and through reasoned evaluation encourages learners to reach satisfactory conclusions. Further opportunity is offered to develop technological skills by way of researching via the internet, the production of word documents, PowerPoint presentations, blogs and/or the creation of a website. Collectively these skills contribute towards the creation of a **Successful Learner**.

Time management skills should improve during the delivery of these awards, as should the ability to relate to others through formative tasks. The topics within the social science disciplines should allow the learner to develop their own thoughts of the world around them, and they will be given the opportunity to express these views within the classroom setting. This should lend to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the Units and subsequently the chosen award.

HNC and HND Social Sciences can also contribute to learners becoming **Responsible Citizens** by allowing the opportunity to develop knowledge and understanding of why people behave the way they do. Candidates will be encouraged to develop a more positive view of mental health issues, socio-economic issues and other life concerns particularly in discussions, which could play a large part in improving future interactions. Furthermore, informed, ethical views of complex issues can be developed, as can an understanding of different cultures.

Learners can become **Effective Contributors** to society by learning to work together effectively in teams within the class setting. This can be achieved through group-work where they can apply critical thinking within new contexts. In planning group tasks, evaluating data and presenting their findings, learners will also develop problem solving skills. Both oral and written communication skills will also be developed. This can be achieved through written work, individual PowerPoint presentations, and the creation of blogs and websites.

All these skills can be developed within the HNC and HND Social Sciences awards. The award will also take cognizance of the need to develop experience and outcomes related to the development of Numeracy, Literacy, Health and Wellbeing.

## 6.6 Graded Units

The purpose of the Graded Units in the qualifications is to assess the candidate's ability to integrate and apply the knowledge and/or skills in the individual Units in order to demonstrate that they have achieved the principal aims of the qualifications.

For the HNC, one single credit Graded Unit at SCQF 7 must be achieved (based on an examination). For the HND, two single credit Graded Units at SCQF level 8 in addition to the SCQF 7 Graded Unit is required (one based on an examination, the other project-based).

The timing of the delivery of Graded Units will vary from centre to centre and will most likely be focused on the second half of the academic year. It is possible to consider starting the project earlier in year two of the HND Social Sciences, to allow candidates more time for research.

In the best interest of candidates, centres should introduce the concept of Graded Units as early as possible in the academic year. It is also in the best interest of candidates for course teams as a whole to take responsibility for the Graded Units and to introduce the relevance of their social science units to the Graded Units. This would involve each member of the team becoming familiar with the delivery and content of Graded Units, so they can make a positive contribution when learning and teaching is taking place in the social science subject A, B, C and D Units, as appropriate. This should include keeping candidates abreast of where each social science unit lies in relation to the Graded Unit, including types of knowledge and skills that can transfer. Tutors can help support this by making reference to and comparison with other social sciences in the delivery of their own subject.

In year one, assessments for the B Units and that for the Graded Unit will most likely fall towards the end of the academic year. Centres should ensure that candidates are given clear instructions as to deadlines for work and dates for assessments.

In year two, assessments for the D Units (open book) and that for the two Graded Units will fall towards the end of the academic year. Assessments for the C Units can take place earlier, with the project being assessed earlier, if appropriate, based on topic chosen, and the examination later in the session. As with year one (and HNC), centres should ensure that candidates are given clear instructions as to deadlines for work and dates for assessments.

## Assessment of Graded Units

Centres should plan in advance for the following:

**Exams (HNC and HND year 1 and year 2)** — the following factors should be taken into account:

- ◆ **Identification of course team** - need to make sure all members know how their learning and teaching activities fit into the Graded Units. Each individual lecturer should make themselves familiar with the demands of the Graded Unit at the start of the programme, to ensure they can contribute as the session progresses.
- ◆ **Identification of lead assessor** — one person to collate the various parts of an exam or to collate the marking from subject specialists is helpful. It also allows one face for the candidates to have as a focus for these Units. This is likely to be the lecturer timetabled for the Unit.
- ◆ **Identification of internal verifier** — one person to oversee the processes, check that the national standard is being applied and to ensure the assessment instrument meets the criteria is essential for smooth running.
- ◆ **Identification of scrutineer** — it may help for someone in the centre to work through the processes to ensure they are straight forward.
- ◆ **Setting of question papers and marking instructions** — this can be from one person, or from a team who all contribute their own questions, topics or marking instructions. It is helpful if one person acts as a conduit to collate these. It is useful to have a standard template for the marking instructions that the whole team follows to ensure consistency.
- ◆ **Vetting of question papers and marking instructions** — this can be done by an internal verifier or by prior verification by SQA (which is highly recommended).
- ◆ **Security of question papers** — these should be kept confidential before and after examination.
- ◆ **Invigilation of examinations** — consideration should be given to who should invigilate — the team or an outsider (such as another team or professional invigilator).
- ◆ **Marking/Cross marking** — useful if more than one person is involved in the marking of responses. Cross marking can be useful to ensure national standards are met.
- ◆ **Finalisation of grades** — can be done by lecturer timetabled for class group, or by internal verifier on behalf of team. There should be a final check to ensure the work meets the description for the grades.
- ◆ **Appeals** — As the Graded Unit examination responses would be marked internally in a Centre the candidate should use the Centre's established procedure for dealing with all appeals (for grading or achievement).
- ◆ **Re-assessments** — centres should think about timing of the original examination and the re-assessment as it is important to ensure that candidates have sufficient time between each to allow possibility of increased success in re-assessment opportunity. Centres should plan to ensure sufficient time between sitting the first Graded Unit exam and the re-assessment, to allow time for marking, verification and feedback to candidates to allow maximum time for those who require to study for the re-assessment.

**Projects (HND year 2)** — the following factors should be taken into account:

- ◆ **Identification of course team** — need to make sure all members know how their learning and teaching activities fit into the Graded Unit project. Each individual lecturer should make themselves familiar with the demands of the Graded Unit at the start of the programme, to ensure they can contribute as the session progresses.
- ◆ **Identification of lead assessor** — one person to collate the various parts of the project or to collate the marking from subject specialists is helpful. It also allows one face for the candidates to have as a focus for this Unit. This is likely to be the lecturer timetabled for the Unit.
- ◆ **Identification of internal verifier** — one person to oversee the processes, check that the national standard is being applied and to ensure the assessment instrument meets the criteria is essential for smooth running.
- ◆ **Identification of assessors and internal verifiers** — Centres should think about how they staff this Unit, as it may be delivered by one lecturer (who works on planning and evaluation skills) or by several (who contribute to the subject specialisms). Candidates do need to consult subject specialists, if they have been given a choice of topic areas or subject disciplines to use in the project. Staff would need to plan how this support can be given.
- ◆ **Production of a project brief and task instructions** — it is useful to have a standard project brief for candidates to work from, as this will ensure all aspects required are covered and will help candidates to structure their work. It is also helpful for Centres to consider the range of possible topics and disciplines in advance to allow for planning the support and marking of such projects.
- ◆ **Vetting of project brief and task instructions** — this can be done by an internal verifier or by prior verification by SQA (which is highly recommended).
- ◆ **Production of detailed marking instructions** — this is useful for standardisation across topics or disciplines.
- ◆ **Marking/cross marking** — useful if more than one person is involved in the marking of responses. Cross marking can be useful to ensure national standards are met.
- ◆ **Authenticity of candidate work** — plans should be made in advance to ensure candidates and assessors know how to authenticate candidates' work, as much will be done in candidates' own time. This would include interviews with the candidates, as well as monitoring of the planning process.
- ◆ **Finalisation of grades** — can be done by lecturer timetabled for class group, or by internal verifier on behalf of team. There should be a final check to ensure the work meets the description for the grades.
- ◆ **Appeals** — As the Graded Unit examination responses would be marked internally in a Centre the candidate should use the Centre's established procedure for dealing with all appeals (for grading or achievement).



- ◆ **Re-assessment** — as is the norm with Graded Units, a re-assessment needs to be on a different topic/discipline or question posed. Centres should plan for this before the first assessment is marked, so candidates are clear what the process would be. Support for such candidates is crucial to increase the possibility of success, so a re-assessment opportunity should allow scope for such support. If the assessment for the project takes place earlier in the programme (in February or March, for example), then a re-assessment is possible before the end of the current programme. If the first assessment opportunity is later (such as May or June) then a re-assessment opportunity may have to be postponed until end of June or in the following session (August of the following year) to allow sufficient support to be available.

## 6.7 Open learning

The HNC and HND Social Sciences awards could be delivered by open or distance learning; however, it would require planning by the centre to ensure sufficiency and authenticity of candidate evidence. Arrangements would have to be made to ensure that the assessment for each Outcome is generated under the assessment conditions specified for the Outcome.

For open book assessments a written response in the form of an essay or answers to structured questions could be posted or emailed to the assessor or uploaded onto a VLE. An oral presentation could be delivered and recorded on DVD and sent to the assessor, or could be done using video-conferencing or web-link and observed by the assessor.

For closed book assessments centres would have to ensure that the assessment was conducted under supervision and that candidates did not have access to notes, textbooks etc.

## 7 General information for centres

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)**.

### Internal and external verification

All instruments of assessment used within these Group Awards should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* (**[www.sqa.org.uk](http://www.sqa.org.uk)**).

## 8 General information for candidates

Within the HNC/D in Social Sciences you will study Research Methods and Issues, Sociology and be introduced to Psychology. From there you will have the opportunity to specialise in other Social Science disciplines. At the discretion of your Centre, Units can be selected from Psychology, Philosophy, History, Geography, Economics and Politics Units.

In addition, the broadening options section of the framework allows a range of interesting and useful subjects such as languages, information technology and communication and criminology.

The awards are designed to prepare you for entry into 2nd or 3rd year degree programmes at Higher Education Institutes or for progression into employment in a wide range of occupational areas.

Independent learning will be developed throughout the award, working towards structured autonomy.

### Curriculum for Excellence and skills development

Studying the social sciences requires independent thinking, analytical skills and reasoned evaluation to reach satisfactory conclusions about human behaviour and society. By developing both general and specific skills you will be well on the way to becoming a **successful learner**. There will be plenty opportunity for research, debate and classroom discussion so as you gain success in achieving Units you will become a more **confident individual**.

HNC and HND Social Sciences can make a positive contribution to you becoming a critical but **responsible citizen** as you develop knowledge and understanding of the relationship between the individual and society and consider wider, complex ethical and political issues.

By learning to work collaboratively throughout your studies you will learn to become an **effective contributor**, applying critical thinking within new contexts, planning group tasks, evaluating data and presenting your findings.

### You will develop a range of general skills, for example:

- ◆ critical and evaluative thinking
- ◆ problem solving
- ◆ the ability to manage and absorb large amounts of information
- ◆ communication skills and presentation techniques
- ◆ the ability to be flexible and to work co-operatively with others
- ◆ personal effectiveness
- ◆ the ability to take responsibility for one's own learning
- ◆ study and research skills
- ◆ skills in ICT
- ◆ skills in numeracy

**In addition, the HNC/D in Social Sciences will:**

- ◆ enable progression within the SCQF including progression to degree programmes
- ◆ provide opportunities for career planning and enhancing your employment prospects

**You will also develop a range of skills specific to the study of social sciences, including:**

- ◆ an understanding of different social science disciplines
- ◆ an understanding of the contribution of social sciences to the modern world and human behaviour
- ◆ an ability to demonstrate that by combining perspectives from more than one discipline, particular themes or aspects of human behaviour can be examined, explained and thereby understood in a more comprehensive manner
- ◆ an open-minded, critical and evaluative approach to study
- ◆ examination techniques
- ◆ knowledge and understanding of different research methods
- ◆ skills in information and communication technology
- ◆ skills in numeracy
- ◆ knowledge and understanding in at least two disciplines within the social sciences
- ◆ investigation and research skills
- ◆ knowledge of competing views, perspectives, theories and evidence from a variety of subjects to enable the candidate to adopt as comprehensive a social scientific approach as possible
- ◆ skills in managing and prioritising information

**In addition, you will develop the following key skills:**

- ◆ the ability to evaluate theoretical concepts
- ◆ the application of theoretical concepts to human social behaviour
- ◆ critical cognition
- ◆ statistical skills
- ◆ an understanding of the role of information and communication technology in the social sciences and other specialist areas

The subject specific Units are assessed using a variety of open and closed-book assessments.

As well as undertaking assessments for the subject specific Units, you will also be required to undertake an exam in HNC/D year one and an exam and a project in HND year two. The purpose of these assessments is to integrate the knowledge and skills you have gained during your period of study. Achievement of the Graded Units will be at A, B or C pass.

## Employability

Employability skills are a set of achievements, understanding and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations. Employability includes areas such as effective time management, planning and organising, the ability to work with others to achieve a common goal, and to manage and be managed by others.

Many of the skills being developed (core and transferable skills) will help to develop you as a prospective employee.

The skills listed below will contribute to employability:

### 1 Self-management

- ◆ management, goal setting, punctuality and meeting deadlines
- ◆ personal effectiveness
- ◆ the ability to take responsibility for one's own learning

### 2 Team Working

- ◆ respecting others, co-operating and contributing to discussions
- ◆ negotiating /persuading to achieve common goals
- ◆ awareness of interdependence with others
- ◆ opportunity to manage or be managed

### 3 Problem Solving

- ◆ analysis of facts and situations
- ◆ applying creative and critical thinking to develop appropriate, imaginative and informed solutions

### 4 Communication and Literacy

- ◆ ability to produce clear, structured written work
- ◆ oral communication, including listening and questioning

### 5 Numeracy

- ◆ manipulation of numbers
- ◆ general mathematical awareness and its application in practical contexts

### 6 Information and Communication Technology

- ◆ basic IT skills

### 7 Research Skills

- ◆ evaluating and interpreting information

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

## **10 Appendices**

### Appendix 1: Core Skills Statements