XSQA

# Group Award Specification for:

**HNC Social Sciences**

**Group Award Code: GP1K 15**

**HND Social Sciences**

**Group Award Code: GP2N 16**

**Validation date: June 2018**

**Date of original publication: January 2019**

**Version: 10 (February 2025)**

# Contents

# 1    Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualifications
♦ provide a guide for new staff involved in offering the qualifications
♦ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualifications
♦ provide details of the range of learners the qualifications are suitable for and progression opportunities

**Background and rationale**

This group award specification replaces the previous HNC/HND Social Sciences Arrangements Document (March 2011).

The titles of the qualifications — HNC/HND Social Sciences — have been chosen to reflect both the competencies of the qualifications as well as progression and articulation pathways in higher education. The mandatory and optional units of the HNC/HND provide learners with a secure and comprehensive grounding in social science disciplines, research methodology and social science related subjects.

The HNC/HND Social Sciences qualifications have remained a relevant and popular choice of study. The following table illustrates the increased award entries since 2011.

| *Figures up to and including 30 April 2018 | | | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 | | 2015/16 | | 2016/17 | | 2017/18* | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Code | Level | Title | Entries | Awards | Entries | Awards | Entries | Awards | Entries | Awards | Entries | Awards | Entries | Awards | Entries | Awards |
| GC3J | 15 | Social Sciences | 446 | 303 | 900 | 652 | 932 | 617 | 949 | 814 | 1,005 | 713 | 1,092 | 812 | 1,290 | 58 |
| GC3K | 16 | Social Sciences | 279 | 22 | 316 | 99 | 427 | 182 | 440 | 225 | 508 | 244 | 553 | 287 | 381 | 46 |

The HNC/HND Social Sciences qualifications provide a number of different articulation pathways to undergraduate degree programmes in universities across the UK. The Scottish Funding Council report *Articulation For All (2007)* highlighted the value of Higher National qualifications as an accessible stepping stone to a degree programme. The majority of learners completing the HNC Social Sciences at SCQF level 7 progress to further study, either through an HND programme or directly to first/second year degree programmes. HND learners completing the HND Social Sciences 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 degree programmes such as:**

Social Sciences (including, Psychology, Sociology, Politics/Politics International Relations)
Humanities (including, History and Philosophy)
Arts (including, English Literature and Film Studies)
Applied Social Studies/Sciences
Behavioural Sciences
Criminology

Analysing data from a higher education longitudinal study of destination of leavers (HESA data), a report by the Campaign for Social Science (2013) found that Social Science graduates are more likely to be in post undergraduate employment than graduates in other areas such as the arts and science. The data showed that 84% of social science graduates were in employment, compared to 78% of STEM (science, technology, engineering and mathematics) graduates and 79% of arts and humanities graduates.

Graduates in social science subjects offer a range of skills that are highly valued by employers across the public, private and voluntary sectors. Graduate competencies that include the following are much needed in an economy that will continue to change but will require a digitally literate workforce able to: research, analyse and critically evaluate data and information; interact effectively with individuals, partners and organisations; understand the relationship between people and institutions; question assumptions, processes of change; make arguments based on reason and logic; solve problems and communicate clearly and concisely.

Learners are able to progress into employment in a wide range of occupational areas. The aforementioned report by the Campaign for Social Science (2013) showed 7 in 10 social scientists are in 'professional' or 'associate professional and technical' occupations within 3.5 years of graduating. In the timeframe of 3.5 years following graduation, the proportion of social science graduates who are already 'managers, directors and senior officials' is higher than any other subject group such as STEM or Arts and Humanities.

The strength of the HNC/HND Social Sciences lies in its development of flexible transferable skills that can see graduates succeed in such diverse employment areas such as, teaching, research, public services and administration, politics, strategic planning, partnership and multi-agency projects and initiatives, culture industries, journalism and broadcasting, travel, tourism and heritage, police, probation services, social work, psychology, counselling, publicity and marketing, housing, voluntary and charitable organisations, management, HR and recruitment.

The qualifications have been designed to keep pace with the current developments in Scottish education by adhering to the principles of Curriculum for Excellence. The qualifications are designed to develop the four capacities and offer challenge and enjoyment, breadth, depth, progression, personalisation and choice through a diverse approach to assessment.

The subject disciplines of the HNC/HND Social Sciences encourage self-reflective, independent learning within a cohesive structure that facilitates the on-going development of general, transferable, specific, core and essential 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.

**Target groups**

The HNC/HND Social Sciences are popular and successful qualifications offering learners a relevant but dynamic curriculum and a learning experience of the highest quality. The qualifications are aimed at learners who wish to gain a holistic understanding of complex issues that relate to various levels of everyday individual, social and cultural life. The qualifications therefore offer an opportunity for school leavers, adult returners, and learners progressing from National Certificates or SWAP/Access Programmes to gain a deeper understanding of the relationship between the individual and society through subject knowledge and developing a range of core, essential and transferable skills.

## Qualification Progression: Social Sciences

| SCQF level | NQ Units | NQ Courses | Group Awards | HN Units | HNC/HND | PDAs | Degrees |
|---|---|---|---|---|---|---|---|
| 10 | | | | | | | MA/BA Hons Degrees |
| 9 | | | | | | | MA/BA Degrees Year 3 |
| 8 | | | | Sociology Psychology Geography Politics History Philosophy Criminology Social Anthropology | HND Social Sciences | PDA : Sociology, Psychology, History, Politics, Criminology | MA/BA Degrees Year 2 |
| 7 | | Advanced Highers: History, Modern Studies, Geography, RMPS | | Sociology Psychology Geography Politics History Philosophy Criminology Social Anthropology | HNC Social Sciences | PDA : Sociology, Psychology, History, Politics | MA/BA Degrees Year 1 |
| 6 | Sociology, Psychology, History, Modern Studies, Philosophy, RMPS, Criminology, Communication Social Anthropology | Highers: Sociology, Psychology, History, Modern Studies, Politics, Philosophy, RMPS | NC Social Sciences (level 6) | | | | |
| 5 | Sociology, Psychology, History, Modern Studies, Philosophy, RMPS, Criminology, Communication | National 5: Sociology, Psychology, History, Modern Studies, Philosophy, RMPS | NC Social Sciences (level 5) | | | | |

**Part-time study**

The HNC/HND Social Sciences provide opportunities for part-time learners and contribute to the life-long learning and social inclusion agendas. Examples of part-time provision include:

1    Individualised programmes with learners building up PDAs or unit credits over a number of years and working towards the group awards
2    Discrete part-time course run over two 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)
4    Part-time learners 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

# 2    Qualifications' structure

The HNC Social Sciences is made up of 12 SQA unit credits. It comprises 96 SCQF credit points of which a minimum of 48 SCQF credits are at SCQF level 7 in the mandatory section including a graded unit of 8 SCQF points at SCQF level 7. A mapping of Core Skills development opportunities is available in Section 5.3.

The HND Social Sciences is made up of 30 SQA unit credits. It comprises 240 SCQF credit points of which a minimum of 64 SCQF credits are at SCQF level 8 in the mandatory section including two graded units of 8 SCQF points each (total 16 SCQF credit points) at SCQF level 8. A mapping of Core Skills development opportunities is available in Section 5.3.

## 2.1    Structure

**GP1K 15 — HNC Social Sciences (12 credits)**

**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

**Mandatory section (6 credits required)**

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------|-----------|-----------|-----------|
| J037 | 34 | Social Science: Research and Methodology | 1 | 8 | 7 |
| J11X | 34 | Social Sciences: Graded Unit 1 (Exam) | 1 | 8 | 7 |
| FK8D | 34 | Psychology A: History and Development of Psychology | 1 | 8 | 7 |
| FK8R | 34 | Sociology A: Introduction to Sociology | 1 | 8 | 7 |
| J031 | 34 | Sociology B: Applying Sociological Theories and Studies to Sociological Topics | 2 | 16 | 7 |

♦    **NB**: In addition to Sociology, learners must achieve at least one other A + B combination in the same subject
♦    Learners are required to achieve 6 credits from the optional section of which 2 credits must be Social Science credits.

**Optional section — Social Sciences units (a minimum of 2 social sciences credits required)**

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|---|
| FJ34 | 34 | Economics A: Introduction to Economics | 1 | 8 | 7 |
| FJ39 | 34 | Geography A: The Geography of Inequality | 1 | 8 | 7 |
| FK7V | 34 | History A: Introducing Topics within a Historical Period | 1 | 8 | 7 |
| FK81 | 34 | Philosophy A: An Introduction to Philosophical Debate | 1 | 8 | 7 |
| J032 | 34 | Politics A: An Introduction to Political Theories of the State | 1 | 8 | 7 |
| J030 | 34 | Psychology B: Explanation and Research of Psychological Topics | 2 | 16 | 7 |
| J02V | 34 | Economics B: Economic Theory and Application | 2 | 16 | 7 |
| J0ND | 34 | Geography B: Urban Geography | 2 | 16 | 7 |
| J02X | 34 | History B: Analysing Topics within a Historical Period | 2 | 16 | 7 |
| J02Y | 34 | Philosophy B: Classic Texts in Philosophy | 2 | 16 | 7 |
| J0H0 | 34 | Politics B: The United Kingdom and Scotland | 2 | 16 | 7 |

**Optional section — Non-Social Sciences units (a maximum of 4 credits allowed)**

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|---|
| H7MB | 34 | Communication: Practical Skills | 1 | 8 | 7 |
| D7LW | 34 | Communication: Using Information Technology and Desktop Publishing | 1 | 8 | 7 |
| D7MA | 34 | Literature: Close Reading Skills | 1 | 8 | 7 |
| A5DT | 34* | Literature: Contextual Analysis | 2 | 16 | 7 |
| FM43 | 35 | Criminology | 2 | 16 | 8 |
| A54T | 34* | European Union Institutions | 1 | 8 | 7 |
| DH4C | 34 | Media Analysis: Advertisements | 1 | 8 | 7 |
| DH48 | 34 | Press and Broadcasting in the UK | 1 | 8 | 7 |
| A6GV | 34 | Working with People and Teams | 2 | 16 | 7 |
| D7XG | 35 | Internet: Theory and Practice | 1 | 8 | 8 |
| J2JX | 35* | Applying Interpersonal Communication Theory | 1 | 8 | 8 |
| D7MC | 35 | Narrative in Fiction and Film | 1 | 8 | 8 |
| J2LC | 35* | Critical Analysis of Texts | 1 | 8 | 8 |
| D85F | 34 | Using Software Application Packages | 1 | 8 | 7 |
| J2JR | 34* | Analysing and Delivering Complex Oral Presentations | 1 | 8 | 7 |
| DE3R | 34 | Personal Development Planning | 1 | 8 | 7 |
| J6JS | 34* | Journalism: An Introduction | 1 | 8 | 7 |
| F3X3 | 35 | Data Collection and Handling Methods | 1 | 8 | 8 |

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------|-----------|-----------|------------|
| F545 | 34* | Scottish Parliament: Scotland's Devolved Political System | 2 | 16 | 7 |
| F6NE | 34 | An Investigation in the Social Sciences | 1 | 8 | 7 |
| DF4E | 34 | Developing Skills for Personal Effectiveness | 1 | 8 | 7 |
| H8W8 | 34 | Big Data | 1 | 8 | 7 |
| HG55 | 33 | Social Anthropology: Who Does It and How To Do It | 1 | 8 | 6 |
| HJ2V | 34 | Social Anthropology: The Body and its Life Course | 1 | 8 | 7 |
| J1S2* | 35 | Social Anthropology: Ethnographies of People in Scotland | 2 | 16 | 8 |
| J00G Or | 34 | Criminology: The Accused's Journey | 1 | 8 | 7 |
| J8R1 | 34 | Criminology: The Accused's Journey | 1 | 8 | 7 |
| F1ER | 34 | Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model | 1 | 8 | 7 |
| F1ES | 34* | Counselling: Relationship-Centred Counselling Skills: Stage 2 of the Three-Stage Integrative Model | 1 | 8 | 7 |
| F1ET | 34* | Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model | 1 | 8 | 7 |
| HJ4W | 34 | Work Placement | 1 | 8 | 7 |

*Refer to History of Changes for revision changes.

**GP2N 16 — HND Social Sciences (30 credits)**

**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

**Mandatory section (12 credits required)**

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------|-----------|-----------|------------|
| J037 | 34 | Social Science: Research and Methodology | 1 | 8 | 7 |
| J11X | 34 | Social Sciences: Graded Unit 1 (Exam) | 1 | 8 | 7 |
| FK8D | 34 | Psychology A: History and Development of Psychology | 1 | 8 | 7 |
| FK8R | 34 | Sociology A: Introduction to Sociology | 1 | 8 | 7 |
| J031 | 34 | Sociology B: Applying Sociological Theories and Studies to Sociological Topics | 2 | 16 | 7 |
| J038 | 35 | Social Science: Research Issues | 1 | 8 | 8 |

| J0NA | 35 | Sociology C: Analysing and Evaluating Sociological Debates | 2 | 16 | 8 |
|------|----|-----------------------------------------------------------|---|----|---|
| FK8P | 35 | Sociology D: Specialist Study | 1 | 8 | 8 |
| J1C3 | 35 | Social Sciences: Graded Unit 2 (Project) | 1 | 8 | 8 |
| J1C4 | 35 | Social Sciences: Graded Unit 3 (Exam) | 1 | 8 | 8 |

♦ **NB:** In addition to Sociology, learners must achieve at least one other A + B + C + D combination in the same subject.

♦ Learners are required to achieve 18 credits of which at least 8 credits must be social science credits.

**Optional section — Social Sciences units (a minimum of 8 social sciences credits required)**

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------|-----------|--------------------|-----------|
| FJ34 | 34 | Economics A: Introduction to Economics | 1 | 8 | 7 |
| FJ39 | 34 | Geography A: The Geography of Inequality | 1 | 8 | 7 |
| FK7V | 34 | History A: Introducing Topics within a Historical Period | 1 | 8 | 7 |
| FK81 | 34 | Philosophy A: An Introduction to Philosophical Debate | 1 | 8 | 7 |
| J032 | 34 | Politics A: An Introduction to Political Theories of the State | 1 | 8 | 7 |
| J030 | 34 | Psychology B: Explanation and Research of Psychological Topics | 2 | 16 | 7 |
| J02V | 34 | Economics B: Economic Theory and Application | 2 | 16 | 7 |
| J0ND | 34 | Geography B: Urban Geography | 2 | 16 | 7 |
| J02X | 34 | History B: Analysing Topics within a Historical Period | 2 | 16 | 7 |
| J02Y | 34 | Philosophy B: Classic Texts in Philosophy | 2 | 16 | 7 |
| J0H0 | 34 | Politics B: The United Kingdom and Scotland | 2 | 16 | 7 |
| J0LW | 35 | Economics C: Applied Economics — The Global Perspective | 2 | 16 | 8 |
| J0LV | 35 | Geography C: Environmental Geography | 2 | 16 | 8 |
| J0LS | 35 | History C: Evaluating Topics within a Historical Period | 2 | 16 | 8 |
| J0NF | 35 | Philosophy C: An Introduction to Logical Analysis | 2 | 16 | 8 |
| J0NB | 35 | Politics C: The United States and European Union | 2 | 16 | 8 |
| J0NC | 35 | Psychology C: Analysis and Evaluation of Psychological Topics | 2 | 16 | 8 |
| FJ35 | 35 | Economics D: Economics Today | 1 | 8 | 8 |
| FJ3C | 35 | Geography D: Geography Today | 1 | 8 | 8 |
| FK7T | 35 | History D: Specialist Study | 1 | 8 | 8 |
| FK7Y | 35 | Philosophy D: Normative Ethics | 1 | 8 | 8 |
| FK84 | 35 | Politics D: Political Representation | 1 | 8 | 8 |
| FK8C | 35 | Psychology D: The Research Process in Psychology | 1 | 8 | 8 |

**Optional section — Non-Social Sciences units (a maximum of 10 credits allowed)**

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|---|---|---|---|---|---|
| H7MB | 34 | Communication: Practical Skills | 1 | 8 | 7 |
| D7LW | 34 | Communication: Using Information Technology and Desktop Publishing | 1 | 8 | 7 |
| D7MA | 34 | Literature: Close Reading Skills | 1 | 8 | 7 |
| A5DT | 34* | Literature: Contextual Analysis | 2 | 16 | 7 |
| FM43 | 35 | Criminology | 2 | 16 | 8 |
| A54T | 34* | European Union Institutions | 1 | 8 | 7 |
| DH4C | 34 | Media Analysis: Advertisements | 1 | 8 | 7 |
| DH48 | 34 | Press and Broadcasting in the UK | 1 | 8 | 7 |
| A6GV | 34 | Working with People and Teams | 2 | 16 | 7 |
| D7XG | 35 | Internet: Theory and Practice | 1 | 8 | 8 |
| J2JX | 35* | Applying Interpersonal Communication Theory | 1 | 8 | 8 |
| D7MC | 35 | Narrative in Fiction and Film | 1 | 8 | 8 |
| J2LC | 35* | Critical Analysis of Texts | 1 | 8 | 8 |
| D85F | 34 | Using Software Application Packages | 1 | 8 | 7 |
| J2JR | 34* | Analysing and Delivering Complex Oral Presentations | 1 | 8 | 7 |
| DE3R | 34 | Personal Development Planning | 1 | 8 | 7 |
| J6JS | 34* | Journalism: An Introduction | 1 | 8 | 7 |
| F3X3 | 35 | Data Collection and Handling Methods | 1 | 8 | 8 |
| F545 | 34* | Scottish Parliament: Scotland's Devolved Political System | 2 | 16 | 7 |
| F6NE | 34 | An Investigation in the Social Sciences | 1 | 8 | 7 |
| DF4E | 34 | Developing Skills for Personal Effectiveness | 1 | 8 | 7 |
| H8W8 | 34 | Big Data | 1 | 8 | 7 |
| HG55 | 33 | Social Anthropology: Who does it and how to do it | 1 | 8 | 6 |
| HJ2V | 34 | Social Anthropology: The Body and its Life Course | 1 | 8 | 7 |
| J1S2* | 35 | Social Anthropology: Ethnographies of People in Scotland | 2 | 16 | 8 |
| J00G Or | 34 | Criminology: The Accused's Journey | 1 | 8 | 7 |
| J8R1 | 34 | Criminology: The Accused's Journey | 1 | 8 | 7 |
| F1ER | 34 | Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model | 1 | 8 | 7 |
| F1ES | 34* | Counselling: Relationship-Centred Counselling Skills: Stage 2 of the Three-Stage Integrative Model | 1 | 8 | 7 |
| F1ET | 34* | Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model | 1 | 8 | 7 |
| HJ4W | 34 | Work Placement | 1 | 8 | 7 |

*Refer to History of Changes for revision changes.

# 3 Aims of the qualifications

The principal aims of the HNC/HND Social Sciences are to develop knowledge and understanding of a range of social science subjects and to develop higher order transferable skills for progression and employment.

## 3.1 General aims of the HNC and HND qualifications

1   Provide an active learning experience
2   Develop critical and evaluative thinking
3   Develop problem solving
4   Develop communication skills and presentation techniques
5   Develop a flexible approach to working both as an individual and collaboratively with others
6   Develop personal effectiveness and self-confidence
7   Develop individual responsibility for one's own learning, progress and achievement
8   Develop study skills
9   Develop research skills
10  Develop ICT skills and digital literacy
11  Develop current employment skills including, time management, goal setting and working to deadlines
12  Enhance employment prospects for learners undertaking the awards
13  Enable progression within the SCQF levels including progression to HE
14  Promote critical citizenship
15  Promote life-long learning and skills development

## 3.2 Specific aims of the HNC and HND qualifications

**Specific aims of the HNC Social Sciences**

1   Develop a questioning and evidence-based approach to social science subjects and topics
2   Develop an understanding of the contribution of different social science disciplines to the study of human behaviour and the modern world
3   Develop an open-minded, critical and evaluative approach to study
4   Gain knowledge of competing perspectives, theories, viewpoints and evidence within and between different social science disciplines
5   Develop investigation and research skills
6   Gain knowledge and understanding of research methodology and methods of research
7   Develop informed, critical decision making in relation to selection of sources of information, evidence and research
8   Provide opportunities to make use of a variety of digital tools
9   Develop digital literacy through using digital tools and technologies to communicate and achieve learning goals
10  Collect and interpret statistical data
11  Develop a range of assessment skills including, written and oral communication, presentations and examination techniques
12  Provide assessment opportunities for learners to explain, apply and evaluate relevant theories, concepts, viewpoints and evidence in each of the social science disciplines
13  Develop referencing, citation and bibliography skills

**Specific aims of the HND Social Sciences**

1  Develop a questioning and evidence-based approach to social science subjects and topics
2  Develop a critical and comprehensive understanding of the contribution of different social science disciplines to the study of human behaviour and the modern world
3  Develop an open-minded, critical and evaluative approach to study
4  Gain in-depth knowledge of competing perspectives, theories, viewpoints and evidence within and between different social science disciplines
5  Develop investigation and research skills
6  Gain a critical knowledge and understanding of research issues, methodology and methods of research
7  Develop informed, critical decision making in relation to selection of sources of information, evidence and research
8  Provide opportunities to make use of a variety of digital tools
9  Develop digital literacy through using digital tools and technologies to communicate and achieve learning goals
10 Collect and interpret statistical data
11 Develop a range of assessment skills including, written and oral communication, presentations and examination techniques
12 Provide assessment opportunities for learners to analyse, explain and evaluate relevant theories, concepts, viewpoints and evidence comprehensively in each of the social science disciplines
13 Develop referencing, citation and bibliography skills

## 3.3  Graded units

The purpose of the graded units in the qualifications is to assess the learner'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, 1 single credit graded unit at SCQF 7 must be achieved (an examination). For the HND, 2 single credit graded units at SCQF level 8 in addition to the SCQF level 7 graded unit is required (one is an examination and the other is a project).

Examinations are still the established form of summative assessment in universities so it is with that in mind that examinations are included in both HNC and HND Graded Units.

Graded Unit 1 in the HNC and Graded Unit 3 in the HND are examinations that provide an effective test and measure of sampled knowledge, understanding and evaluations from across the qualifications. In the HND, Graded Unit 2 is a graded project which compliments the exams by focusing more on independent research, self-reliance, managing a work load and meeting milestones and deadlines. This is particularly useful for learners articulating to Year 3 of an undergraduate degree in providing them with the experience of undertaking an assessment close to that of an undergraduate dissertation.

# 4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for these qualifications has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

The HNC/HND Social Sciences attract 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 qualifications, it is advisable that learners demonstrate competence in one of the following:

♦ SQA Highers in appropriate subjects at SCQF level 6
♦ National Certificate in Social Sciences at SCQF level 6
♦ SWAP Access programmes in Arts and Humanities
♦ Core Skill *Communication* at SCQF level 6
♦ Other equivalent qualifications

The HNC/HND Social Sciences have a tradition of offering opportunities to applicants without formal qualifications and who may have experienced social exclusion. Therefore, centres are encouraged to support fully the 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. These qualifications are accessible to learners regardless of disability, race, age, religion or belief, sex, gender reassignment, pregnancy and maternity or sexual orientation.

Consideration of access to an individual unit should be based on the interest and ability of a learner 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 learner 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 twelve 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.

## 4.1    Core Skills entry profile

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for these qualifications. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to choose an alternative level or learning programme.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|---|---|---|
| Communication | SCQF level 6 | Formative and summative essays, responses to structured questions, academic posters, timelines, blogs/journals, presentations. |
| Numeracy | SCQF level 5 | Calculation of central tendencies and statistical significance. |
| Information and Communication Technology (ICT) | SCQF level 5 | Formative and summative essays, responses to structured questions, academic posters, timelines, blogs/journals, presentations. |
| Problem Solving | SCQF level 5 | Formative and summative essays, responses to structured questions, academic posters, timelines, blogs/journals, presentations. |
| Working with Others | SCQF level 5 | Formative research tasks, debates and various presentations. |

# 5    Additional benefits of the qualifications in meeting employer needs

These qualifications were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualifications. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/ professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills, through doing these qualifications.

## 5.1 Mapping of HNC/HND Social Sciences general aims to units

| Code | Unit title | General aims | | | | | | | | | | | | | | |
|------|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| J037 34 | Social Science: Research and Methodology | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| J11X 34 | Social Sciences: Graded Unit 1 (Exam) | | X | X | | | X | X | X | X | | X | X | X | | X |
| FK8D 34 | Psychology A: History and Development of Psychology | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| FK8R 34 | Sociology A: Introduction to Sociology | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J031 34 | Sociology B: Applying Sociological Theories and Studies to Sociological Topics | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J038 35 | Social Science: Research Issues | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| J0NA 35 | Sociology C: Analysing and Evaluating Sociological Debates | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| FK8P 35 | Sociology D: Specialist Study | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J1C3 35 | Social Sciences: Graded Unit 2 (Project) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J1C4 35 | Social Sciences: Graded Unit 3 (Exam) | | X | X | | | X | X | X | X | | X | X | X | | X |
| FJ34 34 | Economics A: Introduction to Economics | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| FJ39 34 | Geography A: The Geography of Inequality | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| FK7V 34 | History A: Introducing Topics within a Historical Period | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| FK81 34 | Philosophy A: An Introduction to Philosophical Debate | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Code | Unit title | General aims | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| J032 34 | Politics A: An Introduction to Political Theories of the State | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J030 34 | Psychology B: Explanation and Research of Psychological Topics | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| J02V 34 | Economics B: Economic Theory and Application | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0ND 34 | Geography B: Urban Geography | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J02X 34 | History B: Analysing Topics within a Historical Period | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| J02Y 34 | Philosophy B: Classic Texts in Philosophy | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0H0 34 | Politics B: The United Kingdom and Scotland | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0LW 35 | Economics C: Applied Economics — The Global Perspective | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0LV 35 | Geography C: Environmental Geography | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0LS 35 | History C: Evaluating Topics within a Historical Period | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| J0NF 35 | Philosophy C: An Introduction to Logical Analysis | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0NB 35 | Politics C: The United States and European Union | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J0NC 35 | Psychology C: Analysis and Evaluation of Psychological Topics | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| FJ35 35 | Economics D: Economics Today | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| FJ3C 35 | Geography D: Geography Today | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Code | Unit title | General aims | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| FK7T 35 | History D: Specialist Study | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| FK7Y 35 | Philosophy D: Normative Ethics | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| FK84 35 | Politics D: Political Representation | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| FK8C 35 | Psychology D: The Research Process in Psychology | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |

## 5.2    Mapping of HNC/HND Social Sciences specific aims to units

| Code | Unit title | Specific aims | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| J037 34 | Social Science: Research and Methodology | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J11X 34 | Social Sciences: Graded Unit 1 (Exam) | X | X | X | X | X | X | X | X | | | X | X | |
| FK8D 34 | Psychology A: History and Development of Psychology | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK8R 34 | Sociology A: Introduction to Sociology | X | X | X | X | X | X | X | X | X | | X | X | X |
| J031 34 | Sociology B: Applying Sociological Theories and Studies to Sociological Topics | X | X | X | X | X | X | X | X | X | | X | X | X |
| J038 35 | Social Science: Research Issues | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0NA 35 | Sociology C: Analysing and Evaluating Sociological Debates | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK8P 35 | Sociology D: Specialist Study | X | X | X | X | X | X | X | X | X | | X | X | X |
| J1C3 35 | Social Sciences: Graded Unit 2 (Project) | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Code | Unit title | Specific aims | | | | | | | | | | | | |
|------|-----------|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| J1C4 35 | Social Sciences: Graded Unit 3 (Exam) | X | X | X | X | X | X | X | X | X | | X | X | |
| FJ34 34 | Economics A: Introduction to Economics | X | X | X | X | X | X | X | X | X | | X | X | X |
| FJ39 34 | Geography A: The Geography of Inequality | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK7V 34 | History A: Introducing Topics within a Historical Period | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK81 34 | Philosophy A: An Introduction to Philosophical Debate | X | X | X | X | X | X | X | X | X | | X | X | X |
| J032 34 | Politics A: An Introduction to Political Theories of the State | X | X | X | X | X | X | X | X | X | | X | X | X |
| J030 34 | Psychology B: Explanation and Research of Psychological Topics | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J02V 34 | Economics B: Economic Theory and Application | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0ND 34 | Geography B: Urban Geography | X | X | X | X | X | X | X | X | X | | X | X | X |
| J02X 34 | History B: Analysing Topics within a Historical Period | X | X | X | X | X | X | X | X | X | | X | X | X |
| J02Y 34 | Philosophy B: Classic Texts in Philosophy | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0H0 34 | Politics B: The United Kingdom and Scotland | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0LW 35 | Economics C: Applied Economics — The Global Perspective | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0LV 35 | Geography C: Environmental Geography | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0LS 35 | History C: Evaluating Topics within a Historical Period | X | X | X | X | X | X | X | X | X | | X | X | X |

| Code | Unit title | Specific aims | | | | | | | | | | | | |
|------|-----------|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|:-:|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| J0NF 35 | Philosophy C: An Introduction to Logical Analysis | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0NB 35 | Politics C: The United States and European Union | X | X | X | X | X | X | X | X | X | | X | X | X |
| J0NC 35 | Psychology C: Analysis and Evaluation of Psychological Topics | X | X | X | X | X | X | X | X | X | | X | X | X |
| FJ35 35 | Economics D: Economics Today | X | X | X | X | X | X | X | X | X | | X | X | X |
| FJ3C 35 | Geography D: Geography Today | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK7T 35 | History D: Specialist Study | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK7Y 35 | Philosophy D: Normative Ethics | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK84 35 | Politics D: Political Representation | X | X | X | X | X | X | X | X | X | | X | X | X |
| FK8C 35 | Psychology D: The Research Process in Psychology | X | X | X | X | X | X | X | X | X | X | X | X | X |

## 5.3    Mapping of National Occupational Standards (NOS) and/or trade body standards

The HND/HND Social Sciences are not aligned with any particular national occupational or trade standards. The qualifications offer a broad general education, knowledge and understanding in a variety of social science subjects whilst developing transferable and higher order skills suitable for employment in a range of careers and occupations where working with people, research, data and information and all forms of communication are central.

## 5.4 Mapping of Core Skills development opportunities across the qualifications

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| J037 34 | Social Science: Research and Methodology | | S | S | E@5 | E@6 | S | S | E@6 | S | S | | |
| J11X 34 | Social Sciences: Graded Unit 1 (Exam) | | | | | | | | | | | | |
| FK8D 34 | Psychology A: History and Development of Psychology | | S | S | | | S | S | | | | | |
| FK8R 34 | Sociology A: Introduction to Sociology | | S | S | | | S | S | | | | | |
| J031 34 | Sociology B: Applying Sociological Theories and Studies to Sociological Topics | | S | S | | | S | S | E@5 | | | | |
| J038 35 | Social Science: Research Issues | | S | S | | | S | S | E@6 | S | S | S | S |
| J0NA 35 | Sociology C: Analysing and Evaluating Sociological Debates | | S | S | | | S | S | E@6 | S | S | S | S |
| FK8P 35 | Sociology D: Specialist Study | | S | S | | | S | S | S | S | S | | |
| J1C3 35 | Social Sciences: Graded Unit 2 (Project) | S | S | S | S | S | S | S | | | | | |
| J1C4 35 | Social Sciences: Graded Unit 3 (Exam) | | | | | | | | | | | | |
| FJ34 34 | Economics A: Introduction to Economics | S | S | S | S | S | S | S | S | S | S | S | S |
| FJ39 34 | Geography A: The Geography of Inequality | | S | S | S | S | S | S | | | | | |

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| FK7V 34 | History A: Introducing Topics within a Historical Period | | S | S | | | S | S | | | | | |
| FK81 34 | Philosophy A: An Introduction to Philosophical Debate | | S | S | | | S | S | | | | | |
| J032 34 | Politics A: An Introduction to Political Theories of the State | | S | S | | | S | S | E@5 | | | | |
| J030 34 | Psychology B: Explanation and Research of Psychological Topics | | S | S | S | S | S | S | E@6 | E@6 | E@6 | S | S |
| J02V 34 | Economics B: Economic Theory and Application | S | S | S | S | S | S | S | S | S | S | S | S |
| J0ND 34 | Geography B: Urban Geography | | S | S | S | S | S | S | E@5 | | | S | S |
| J02X 34 | History B: Analysing Topics within a Historical Period | | S | S | | | S | S | E@5 | | | | |
| J02Y 34 | Philosophy B: Classic Texts in Philosophy | | S | S | | | S | S | E@5 | | | | |
| J0H0 34 | Politics B: The United Kingdom and Scotland | | S | S | | | S | S | E@5 | | | | |
| J0LW 35 | Economics C: Applied Economics — The Global Perspective | | S | S | S | S | S | S | E@6 | S | S | S | S |
| J0LV 35 | Geography C: Environmental Geography | | S | S | S | S | S | S | E@6 | S | S | S | S |
| J0LS 35 | History C: Evaluating Topics within a Historical Period | | S | S | | | S | S | E@6 | | | | |

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| J0NF 35 | Philosophy C: An Introduction to Logical Analysis | | S | S | | | S | S | E@6 | | | | |
| J0NB 35 | Politics C: The United States and European Union | | S | S | | | S | S | E@6 | | | | |
| J0NC 35 | Psychology C: Analysis and Evaluation of Psychological Topics | | S | S | | | S | S | E@6 | | | S | S |
| FJ35 35 | Economics D: Economics Today | | S | S | S | S | S | S | S | S | S | S | S |
| FJ3C 35 | Geography D: Geography Today | | S | S | | | S | S | | | | | |
| FK7T 35 | History D: Specialist Study | | S | S | | | S | S | | | | | |
| FK7Y 35 | Philosophy D: Normative Ethics | | S | S | | | S | S | | | | | |
| FK84 35 | Politics D: Political Representation | | S | S | | | S | S | S | S | S | | |
| FK8C 35 | Psychology D: The Research Process in Psychology | | S | S | S | S | S | S | S | S | S | S | S |

E = embedded within unit and automatically certificated

S = signposted for development

**Core Skills**

The HNC/HND Social Sciences incorporate opportunities for learners to develop Core Skills which will be signposted. Programmes should clearly include opportunities for learners to develop Core Skills to levels required by employers and progression pathways.

Each unit within the HNC/HND Social Sciences provides a range of opportunities for developing Core Skills. The Core Skills 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 learner or the delivery and assessment methods selected by the tutor. In addition, Core Skills can be developed within optional units such as DE3R 34 *Personal Development Planning*. The Core Skills developed within these qualifications also contribute to the agenda for employability.

*Communication* **at SCQF level 6** is consolidated through assessment that takes the form of an essay or oral presentation.

**For Written Communication (Writing) at SCQF level 6 the skill is: produce well-structured written communication on complex topics**. To develop this skill learners 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 conclusions, 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 learner 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 learners' future progression. In doing this learners 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 Written Communication (Reading) at SCQF level 6, the skill is: read, understand and evaluate complex written communication.** In researching and preparing for both formative and summative assessment the learner will be encouraged to identify a variety of texts and sources to support learning. Reading and interpreting key theories, concepts, ideas, studies and evaluating viewpoints is central to social science studies and there will be many opportunities for the learner to consolidate this skill.

**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 learner 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 an individual presentation, a formative assessment could be constructed that would encourage learners to work in a small group, with a few people contributing to the presentation. This may allow a learner to experience the demands of an 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 (ICT)* at SCQF level 6, Accessing Information the skill is: use ICT independently to carry out complex searches across a range of tasks.**

**For the Core Skill of *Information and Communication Technology (ICT)* at SCQF level 6, Providing/Creating Information the skill is: use ICT independently to carry out a range of processing tasks.**

Skills can be developed through mini formative presentations using PowerPoint, or other digital presentation tools, such as Sway that will also support the development of oral communication. Summative assessments using ICT presentation methods are also possible. Specific areas of accessing information using Internet searches or VLE use, and providing and creating information through digital tools available through software applications eg, OneNote or publisher on Microsoft 365, can be developed in such tasks. Creating a blog or a website for summative assessment is another way in which this Core Skill can be developed.

**For the Core Skill of *Working with Others* at SCQF level 6, Working Co-operatively with Others, the skill is: in complex interactions, work with others co-operatively on an activity and/or activities.**

**For the Core Skills of *Working with Others* at SCQF level 6, Reviewing Co-operative Contribution, the skill is: review work with others in a co-operative activity and/or activities.**

Learners will be involved in various complex interactions that are central to active, cooperative and collaborative learning. Formative activities could be used to encourage learners to work co-operatively with others in a variety of formalised tasks and activities. There may be a great deal of integration with the Core Skill of ICT when collaborative tasks involve the use of digital collaboration such as OneNote. 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 learners 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, Using Number, the skill is: apply a range of numerical skills in various everyday situations (embedded in Research and Methodology).**

**For the Core Skill of *Numeracy* at SCQF level 6, Using Graphical Information, the skill is: apply a wide range of graphical skills to interpret and present complex information in everyday situations (embedded in Research and Methodology).**

The unit *Social Science: Research and Methodology* from the mandatory section lends itself well to consolidation of skills in *Numeracy* at SCQF level 5. Learners 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 learners will have to work with statistical data, carry out calculations, present information in graphical form and draw conclusions based on collated data.

For the Core Skill of *Numeracy* at SCQF level 6, Using Number, the skill is: apply, in combination, a wide range of numerical methods to solve complex problems in everyday and specialised situations. Where possible, learners should be given the opportunity to develop Using Number at SCQF level 6.

**For the Core Skill of *Problem Solving* at SCQF level 6, Critical Thinking, the skill is: analyse a complex situation or issue (embedded in Psychology B).**

**For the Core Skill of *Problem Solving* at SCQF level 6, Planning and Organising, the skill is: plan, organise and complete a complex task (embedded in Psychology B).**

**For the Core Skill of *Problem Solving* at SCQF level 6, Reviewing and Evaluating, the skill is: review and evaluate a complex problem solving activity (embedded in Psychology B).**

This Core Skill can be developed particularly in the planning of tasks across the HNC and HND Social Sciences 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 these awards. Tutors may actively choose to further develop these skills 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 learners 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.

**Academic competencies and employability skills**

As well as developing Core Skills through the HNC/HND Social Sciences, learners should also be provided with the opportunity to develop academic competencies and employability skills.

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.

Transferrable skills that should be developed within the HNC/HND Social Sciences include:

**1   Communication**

♦   Understand the differences in presenting types of communication — presentations, essays, reports, posters, etc
♦   Check written work for errors before submission
♦   Use a range of digital and ICT packages to support work
♦   Express ideas appropriately and accurately in writing

**2   Time management**

♦   Prioritise and plan work to manage time effectively
♦   Meet deadlines
♦   Identify resources required to complete set tasks
♦   Harness motivation and hard work to assist in completion of work objectives

**3   Problem solving**

♦   Make good use of verbal reasoning skills, be able to handle complex data and make selective use of information
♦   Use an appropriate approach to questioning in order to gain information from which to draw conclusions
♦   Consider the ideas of others to help solve problems
♦   Use and apply a range of numerical and statistical skills

**4   Critical and creative thinking**

♦   Relate and compare data from different sources, identify issues and obtain relevant information
♦   Review a range of different points of view and select the most appropriate conclusion
♦   Distinguish between different types of information to inform conclusions
♦   Identify significant opportunities and be pro-active in putting forward ideas for problem solving

**5   Collaboration**

♦   Build and develop working relationships with academic staff, peers and colleagues
♦   Work effectively with others to complete tasks and achieve results
♦   Interact well with others and work co-operatively as a team member

**6   Independent learning**

♦   Work without supervision and use own initiative
♦   Keep track of work schedules and deadlines by applying multi-tasking abilities
♦   Make appropriate adjustments when undertaking tasks

These competencies and skills should be highlighted and explained to learners throughout the delivery of the qualifications. Learners should be encouraged to evaluate their skills development as they progress through their learning programme. A Social Sciences Academic Competencies and Skills Profile template is available on SQA's web site to help the learner with this evaluation.

It is important that learners are aware that along with subject knowledge and understanding, skills development is a key aspect of undertaking the HNC/HND Social Sciences qualifications.

The importance of digital literacy and developing digital skills for the 21st century should also be made clear to learners.

## 5.5 Assessment strategy for the qualifications

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J037 34<br>Social Science: Research and Methodology | Open-book, the format of which should be agreed between the lecturer and learner in advance (essay, structured questions, poster presentation, oral presentation, etc). A written response should be 800–900 words; an oral response 6–8 minutes. | Open-book, completed according to a prescribed format. It is expected that the learner will carry out much of their own research, although, if research is carried out as part of a group activity, it is expected that the learner will contribute to the carrying out of the task, and will report on the task individually, without collaboration at that point. The response should be 600 words approximately. To meet the requirement for *Numeracy* Core Skill, the calculations should be done under supervised conditions. | |
| J11X 34<br>Social Sciences: Graded Unit 1 (Exam) | Not applicable | Not applicable | Not applicable |
| FK8D 34<br>Psychology A: History and Development of Psychology | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words. | Not applicable | |
| FK8R 34<br>Sociology A: Introduction to Sociology | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster. Any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words. | Not applicable | |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J031 34<br>Sociology B: Applying Sociological Theories and Studies to Sociological Topics | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.<br><br>Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. Or, an individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |
| J038 35<br>Social Science: Research Issues | Closed-book set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for eight minutes *or* an oral presentation of eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | Open-book essay *or* set of structured questions with an expected learner response of approximately 1,200 words *or* an individual oral presentation *or* poster exhibition with expected learner's response of approximately 10 minutes in presentation or explanation of the poster *or* any other method that is appropriate to meet the evidence requirements. | Not applicable | |

| Unit | Assessment | | |
|---|---|---|---|
| | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| J0NA 35 Sociology C: Analysing and Evaluating Sociological Debates | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.<br><br>Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster, or a podcast. Or, an individual blog, or creation of a website, with approximately 2,000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. | Not applicable | |
| FK8P 35 Sociology D: Specialist Study | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster, or a podcast. Or, an individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |
| J1C3 35 Social Sciences: Graded Unit 2 (Project) | Not applicable | Not applicable | Not applicable |
| J1C4 35 Social Sciences: Graded Unit 3 (Exam) | Not applicable | Not applicable | Not applicable |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| FJ34 34<br>Economics A: Introduction to Economics | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words. | Not applicable | |
| FJ39 34<br>Geography A: The Geography of Inequality | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words. | Not applicable | |
| FK7V 34<br>History A: Introducing Topics within a Historical Period | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 word. | Not applicable | |
| FK81 34<br>Philosophy A: An Introduction to Philosophical Debate | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words. | Not applicable | |

| Unit | Assessment | | |
|---|---|---|---|
| | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| J032 34<br>Politics A: An Introduction to Political Theories of the State | Open-book essay *or* structured questions with an expected learner response of approximately 1,500 words *or* an individual oral presentation *or* a poster exhibition with expected learner's response of 10–12 minutes in presentation or explanation of a poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 1,500 words. | Not applicable | |
| J030 34<br>Psychology B: Explanation and Research of Psychological Topics | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | The assessment will be open-book and should be completed according to a prescribed format set in advance. A written response should be 2,000 words approximately; an oral response should be 12–15 minutes in duration. Regardless of the assessment method chosen, the learner must submit a bibliography presented in a standard referencing format, such as Harvard or APA.<br><br>. | Not applicable | |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J02V 34 Economics B: Economic Theory and Application | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. |
| J0ND 34 Geography B: Urban Geography | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J02X 34<br>History B: Analysing Topics within a Historical Period | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. |
| J02Y 34<br>Philosophy B: Classic Texts in Philosophy | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. |

| Unit | Assessment | | |
|------|-----------|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J0H0 34<br>Politics B: The United Kingdom and Scotland | Closed-book set of unseen structured questions, or, an essay requiring a response of approximately 1,000 words across all questions, or, an oral response to set questions requiring a response in sustained detail for approximately eight minutes. Other oral presentation of approximately eight minutes' duration. Any other method that is appropriate to meet the evidence requirements. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000 words, or, set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. |
| J0LW 35<br>Economics C: Applied Economics — The Global Perspective | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. |

| Unit | Assessment | | |
|---|---|---|---|
| | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| J0LV 35<br>Geography C:<br>Environmental Geography | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. |
| J0LS 35<br>History C: Evaluating Topics within a Historical Period | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J0NF 35<br>Philosophy C: An Introduction to Logical Analysis | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. |
| J0NB 35<br>Politics C: The United States and European Union | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| J0NC 35<br>Psychology C: Analysis and Evaluation of Psychological Topics | Closed-book of a set of unseen structured questions requiring a response of approximately 1,000 words across all questions *or* an essay, also requiring approximately 1,000 words *or* an oral response to set questions requiring the learner to respond in sustained detail for approximately eight minutes *or* an oral presentation of approximately eight minutes' duration *or* another method decided by the centre. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete. | | Open-book essay with an expected learner response of approximately 2,000–2,500 words, or, a set of structured questions with an expected learner response of approximately 2,000–2,500 words. An individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000–2,500 words. Any other method, or combination that is appropriate to meet the evidence requirements. |
| FJ35 35<br>Economics D: Economics Today | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | | Not applicable |

| Unit | Assessment | | |
|---|---|---|---|
| | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| FJ3C 35<br>Geography D: Geography Today | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |
| FK7T 35<br>History D: Specialist Study | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |
| FK7Y 35<br>Philosophy D: Normative Ethics | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |

| Unit | Assessment | | |
|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| FK84 35<br>Politics D: Political Representation | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |
| FK8C 35<br>Psychology D: The Research Process in Psychology | Open-book essay question with an expected learner response of approximately 2,000 words, a report with an expected learner response of approximately 2,000 words, or, a set of structured questions with an expected learner response of approximately 2,000 words. An individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast. An individual blog, or creation of a website, with approximately 2,000 words. Any other method or combination that is appropriate to meet the evidence requirements. | Not applicable | |

# 6 Guidance on approaches to delivery and assessment

**Content and context**

The HNC/HND Social Sciences is designed for those who wish to gain a comprehensive knowledge of a range of social science disciplines and topics. A questioning and evidence-based approach is adopted to understand the complex relationship between the individual and society and explanations of human behaviour. A key aim is to develop higher order transferable skills and digital literacy for learning, life and work. The qualifications offer articulation into second/third year degree programmes or employment in a range of fields.

## 6.1 Sequencing/integration of units

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

To achieve the HNC or HND in Social Sciences, Sociology A and B are required for the HNC Group Award and Sociology 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 delivered 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.

If a learner chooses to study additional Social Sciences subjects, it is possible to study a B unit without studying the A unit. It is also possible 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. These may also satisfy the articulation requirements of higher education institutions. Topics chosen for HNC/HND Year 1 and for HND Year 2 may also allow articulation between centres.

Learners who have undertaken the study of 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 learners 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. The HNC provides an opportunity to develop a range of transferable skills through an active learning approach and undertaking a diversity of assessment instruments focused on both knowledge and skills development.

HNC Units (A and B and the *Research and Methodology* unit) have also been designed to allow learners to develop generic cognitive skills. At the end of first year, learners 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, learners 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 of information, data and evidence.

In the HND Social Sciences group award, learners who have undertaken C and D units, as well as the *Research Issues* unit, 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 learners 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 learners to further develop generic cognitive skills. On achievement of the HND, learners 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

Learners should be encouraged to engage with theory and research evidence that shows different points of view. It is important that learners are exposed to diversity of opinion in order to develop their ability to question and also to strengthen their evaluation skills.

During delivery of these qualifications, independent learning is to be encouraged; the delivery should be structured and supported to build this skill. The degree of independent study should be built over the qualifications to reflect SCQF levels 7 and 8. Therefore, more support at SCQF level 7 would be required at the beginning of the programme. The Social Sciences diverse assessment strategy also supports independent learning, personalisation and choice.

**Unit assessment strategy**

The design principles for Higher National Qualifications encourage a holistic approach to assessment and, where appropriate for assessment purposes, a wide variety of ways to gather evidence has been made available. These will involve either open-book or closed-book assessment instruments. Diverse assessment, particularly in open-book assessments eg, electronic timelines, blogs, learning journals, academic posters and presentations, allows learners to experience a range of assessment methods 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 HNC/HND Social Sciences qualifications in closed-book assessments. 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 Higher National Social Sciences 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 learners 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 learner response of approximately 1,500 words
♦ a set of structured questions with an expected learner response of approximately 1,500 words
♦ an individual oral presentation or poster exhibition with an expected learner's response of 10–12 minutes in presentation or explanation of poster or a podcast
♦ an individual blog, or creation of a website, with approximately 1,500 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 learner 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 10–12 minutes (rather than 10–12 minutes each). It is recommended that oral presentations are recorded in some form for external verification purposes.

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

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

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources in researching topics. Learners 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 learners 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 1,000 words across all questions
♦ an essay requiring a response of approximately 1,000 words
♦ an oral response to set questions requiring a response in sustained detail for approximately eight minutes
♦ other oral presentation of approximately eight minutes duration
♦ any other method that is appropriate to meet the evidence requirements

Learners 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 between 90 minutes and two hours to complete.

To facilitate effective sampling, it would be best practice to specify theories in assessment to allow sampling of alternative theories in any re-assessment.

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 learner response of approximately 2,000 words
♦ set of structured questions with an expected learner response of approximately 2,000 words
♦ an individual oral presentation or poster exhibition with an expected learner response of 12–15 minutes in presentation or explanation of poster or a podcast
♦ an individual blog, or creation of a website, with approximately 2,000 words
♦ any other method or combination 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, learners must submit a bibliography presented in a standard referencing format such as Harvard or APA.

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

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources in researching topics. Learners 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 learners 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 1,000 words across all questions
♦ an essay, also requiring approximately 1,000 words
♦ an oral response to set questions requiring a response in sustained detail for approximately eight minutes
♦ other oral presentation of approximately eight minutes duration
♦ any other method that is appropriate to meet the evidence requirements

Learners 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 between 90 minutes and two hours to complete.

To facilitate effective sampling, it would be best practice to specify theories in assessment to allow sampling of alternative theories in any re-assessment.

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 learner response of approximately 2,000–2,500 words
♦ set of structured questions with an expected learner response of approximately 2,000–2,500 words
♦ an individual oral presentation or poster exhibition with an expected learner response of 12–20 minutes in presentation or explanation of poster or a podcast
♦ an individual blog, or creation of a website, with approximately 2,000–2,500 words
♦ any other method, or combination that is appropriate to meet the evidence requirements

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

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

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources in researching topics. Learners 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 learner response of approximately 2,000 words
♦ a report with an expected learner response of approximately 2,000 words
♦ a set of structured questions with an expected learner response of approximately 2,000 words
♦ an individual oral presentation or poster exhibition with an expected learner response of approximately 12–15 minutes in presentation or explanation of poster or a podcast
♦ an individual blog, or creation of a website, with approximately 2,000 words
♦ any other method or combination that is appropriate to meet the evidence requirements

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

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

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources in researching the topics. Learners 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.

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

**Graded units**

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 learners more time for research.

In the best interest of learners, centres should introduce the concept of graded units as early as possible in the academic year. It is also in the best interest of learners 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 the graded units, so that 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 learners 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.

Assessment for all graded units is likely to take place at the end of the academic year. Centres should ensure that learners 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 learners 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 straightforward.

♦ **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. It is important that marks allocated to knowledge and understanding and evaluations and conclusions tally with the front cover and there are no arithmetical errors.

♦ **Appeals —** As the graded unit examination responses would be marked internally in a centre, the learner should use the centre's established procedure for dealing with all appeals (for grading or achievement).

♦ **Re-assessments —** centres should think about the timing of the original examination and the re-assessment as it is important to ensure that the learners have sufficient time between each to allow the possibility of increased success in a 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 learners 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 learners 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). Learners 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 learners to work from, as this will ensure all aspects required are covered and will help learners 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 learner work** — plans should be made in advance to ensure learners and assessors know how to authenticate learners' work, as much will be done in learners' own time. This would include interviews with the learners, as well as monitoring of the planning process.

♦ **Finalisation of grades** — can be done by the lecturer timetabled for class group, or by the internal verifier on behalf of team. There should be a final check to ensure the work meets the description for the grades. It is important that marks allocated to knowledge and understanding and evaluations and conclusions tally with the front cover and there are no arithmetical errors.

♦ **Appeals** — As the graded unit project responses would be marked internally in a centre, the learner 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 learners are clear what the process would be. Support for such learners 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 the end of June or in the following session (August of the following year) to allow sufficient support to be available.

**Models of delivery and assessment**

Models of delivery are offered in this document 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 qualifications are designed to give learners 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 strategies focus on the use of a range of creative and diverse open-book assessments including, essays, reports, electronic timelines, academic poster, blogs, oral presentations or other, eg podcast, written assignments.

Special arrangements for learners 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 these qualifications is designed to be both comprehensive and suited for learners 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 model assessment strategies 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 learners, 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 learners are clear in the likely improvements in achievement and thus, in retention.

**Remediation and re-assessment**

**Open-book unit assessments**

Remediation should be done by a review of the original work. The learner should be asked to hand in a complete piece of work, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite their work to a prescribed format if it did not meet requirements. Lecturers and tutors should use their professional judgement with regards to the number of words that can be added. Oral clarification could be used for minor omissions or to clarify minor detail. If it is thought appropriate that a learner tackle a different topic or question, then that new submission would count as a **re-assessment.**

In oral work, the learner 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 re-assessment. 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 a **re-assessment.**

**Closed-book unit assessments**

Remediation for outcomes 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 learner should be reassessed using a different set of questions. Any remediation or re-assessment must be carried out under closed-book conditions.

**Project-based Graded Unit**

*Reasonable assistance*

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

*Remediation*

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

**Re-assessment**

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

**Final learner grade**

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

**Examination-based Graded Units**

*Reasonable assistance*

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Examination-based Graded Units, assessors may provide advice and guidance on examination technique and clarification on the meaning of command words which may appear within an examination paper, prior to the formal examination.

*Remediation*

Remediation is **not** allowed in examination-based graded unit assessments.

**Re-assessment**

Any learner who has failed their Higher National Examination-based Graded Unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. This must be done by using a substantially different examination.

*Final learner grade*

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved, whether through first sitting or through any re-assessment.

**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, (ie weeks 12–15). Some teaching of the succeeding unit (ie 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 | Semester 1 (weeks 1–18) | Semester 2 (weeks 18–36) |
|---|---|---|
| Unit 1 | | 2 hours per week **A** |
| Unit 2 | 3 hours per week **A** | *Assessment from A unit can be adjusted and overlap with start of teaching of B unit as appropriate* |
| Unit 3 | | 3 hours per week **A** **A** *Assessment can be arranged to ensure assessments are staged* |
| Unit 4 | 3 hours per week **A** | *Assessment from A unit can be adjusted and overlap with start of teaching of B unit as appropriate* |
| Unit 5 | | 3 hours per week **A** **A** |
| Unit 6 | 3 hours per week **A** | *Assessment from A unit can be adjusted and overlap with start of teaching of B unit as appropriate* |
| Unit 7 | | 3 hours per week **A** **A** |
| Unit 8 | 2 hours per week **A** | |
| Unit 9 | | 2 hours per week **A** |
| Unit 10 | 2 hours per week. *Can be integrated with units 2,4,6,8 or 11 for assessment (various options)* **A** | |
| Unit 11 | 1 hour per week **A** | |
| Unit 12 | | 2 hours per week **A** *Graded unit examination likely to be held around weeks 30-32* |

**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 |
|---|---|---|---|
| **Unit 1: Research and Methodology** | Yes, possible integration with investigation in Psychology B. | Two assessments — both open-book | This would be delivered and assessed in Block 2 of the programme.<br><br>Content could be integrated with the investigation for Psychology B. |
| **Unit 2: Sociology A** | No | One open-book assessment — in an appropriate 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. |
| **Unit 3: Sociology B** | No | Two assessments — one open-book and one closed-book | This unit is delivered from the end of Sociology A and both assessments should be completed before Semester 2 ends. Learners would continue to develop knowledge and understanding, building on theoretical knowledge. |
| **Unit 4: Psychology A** | No | One appropriate open-book assessment | This subject is often taken on by learners as the second discipline required for the group award, leading to an introduction to Psychology B in the second half of Semester 1 and through Semester 2. |
| **Unit 12: Graded Unit 1** | No | Examination | This would be delivered in Semester 2 — providing revision and exam technique development opportunities for learners, with assessment being scheduled on or around Week 32. |

**Optional units**

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|---|---|---|---|
| **Unit 5:**<br>**Psychology B** | May provide reinforcement with Research and Methodology unit content and possible integration. | One closed-book assessment in an appropriate format and one open-book assessment (eg, project report) required. | Delivery is scheduled to be over Semester 1 and Semester 2. The final (project) submission can be scheduled after the graded unit to spread the assessment workload. |
| **Unit 6:**<br>**History A** | Possible integration with Unit 10. | One open-book assessment in an appropriate format. | |
| **Unit 7:**<br>**History B** | No | Two appropriate assessments — one open-book and one closed-book. | Units 6 and 7 offer learners a third A and B combination as part of the group award and to offer learners additional articulation opportunities. |
| **Unit 8:**<br>**Politics A** | Possible integration with Unit 10. | One open-book assessment as appropriate. | |
| **Unit 9:**<br>**Philosophy A** | Possible integration with Unit 10. | One open-book assessment as appropriate. | |
| **Unit 10:**<br>**Communication:**<br>**Practical Skills** | Reinforcement of writing, presentation and other skills and integration is highly valued to contextualise learning.<br><br>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. |
| **Unit 11:**<br>**Personal**<br>**Development**<br>**Planning** | 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 Semester 1, it is possible to assess learners somewhere between Week 11 and Week 13 — scheduling assessment across the subjects to avoid overloading learners 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 Semester 2 and 3 staff will decide which weeks to do the open-book and which to do the closed-book assessments — 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 three hours of time for each unit, over Semester 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**

| | Weeks | | |
|---|---|---|---|
| | **Block 1** (weeks 1–12) | **Block 2** (weeks 13–24) | **Block 3** (weeks 25–36) |
| Unit 1 | | | 3 hours per week **A** |
| Unit 2 | 3 hours per week | **A** | |
| Unit 3 | | 3 hours per week **A** | **A** |
| Unit 4 | 3 hours per week **A** | | |
| Unit 5 | | 3 hours per week **A** | **A** |
| Unit 6 | 3 hours per week | **A** | |
| Unit 7 | | 3 hours per week **A** | **A** |
| Unit 8 | | 3 hours per week **A** | |
| Unit 9 | | | 3 hours per week **A** |
| Unit 10 | 3 hours per week **A** | | |
| Unit 11 | 2 hours per week **A** | 2 hours per week **A** | |
| Unit 12 | | | 3 hours per week **A** |

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

## Mandatory units

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|---|---|---|---|
| **Unit 1: Research and Methodology** | Yes, possible integration with investigation in Psychology B. | Two assessments — both open-book | This would be delivered and assessed in Block 2 of the programme.<br><br>Content could be integrated with the investigation for Psychology B. |
| **Unit 2: Sociology A** | No | One open-book assessment — in an appropriate 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. |
| **Unit 3: Sociology B** | No | Two assessments — one open-book and one closed-book | This unit is delivered from the end of Sociology A and both assessments should be completed before Semester 2 ends. Learners would continue to develop knowledge and understanding, building on theoretical knowledge. |
| **Unit 4: Psychology A** | No | One appropriate open-book assessment | This subject is often taken on by learners as the second discipline required for the group award, leading to an introduction to Psychology B in the second half of Semester 1 and through Semester 2. |
| **Unit 12: Graded Unit 1** | No | Examination | This would be delivered in Semester 2 — providing revision and exam technique development opportunities for learners, with assessment being scheduled on or around Week 32. |

**Optional units**

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|------|------------------------------|------------|---------------------------------------------|
| **Unit 5: Psychology B** | May provide reinforcement with Research and Methodology unit content and possible integration. | One closed-book assessment in an appropriate format and one open-book assessment (eg, project report) required. | Delivery is scheduled to be over Semester 1 and Semester 2. The final (project) submission can be scheduled after the graded unit to spread the assessment workload. |
| **Unit 6: History A** | Possible integration with Unit 10. | One open-book assessment in an appropriate format. | |
| **Unit 7: History B** | No | Two appropriate assessments — one open-book and one closed-book. | Units 6 and 7 offer learners a third A and B combination as part of the group award and to offer learners additional articulation opportunities. |
| **Unit 8: Politics A** | Possible integration with Unit 10. | One open-book assignment as appropriate. | |
| **Unit 9: Philosophy A** | Possible integration with Unit 10. | One open-book assignment as appropriate. | |
| **Unit 10: Communication: Practical Skills** | Reinforcement of writing, presentation and other skills and integration is highly valued to contextualise learning.<br><br>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. |
| **Unit 11: Personal Development Planning** | 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, (ie Weeks 23–26). Some teaching of the succeeding unit (ie, 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 to 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 1      *Graded Unit 3*

**Total = 15 credits**

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

**Weeks**

Semester 1 — weeks 1–18  Semester 2 — weeks 19–36

| unit | 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 | **2 hours per week** | | | | | | **A** | | | | | | | **A** | | | | | | | | | | | | | | | | | | | | | | |
| unit 2 | **3 hours per week** | | | | | | | | **A** | | | | | | | | | | | | | **A** | | *A negotiated over-run can be arranged to spread the burden of assessment.* | | | | | | | | | | | | |
| unit 3 | | | | | | | | | | | | | | | | | | | | | | | | **3 hours per week** | | | | | | | | | | | **A** | |
| unit 4 | **3 hours per week** | | | | | | | | | | | | | | | **A** | | | | | | | | **A** *A negotiated over-run can be arranged to spread the burden of assessment.* | | | | | | | | | | | |
| unit 5 | | | | | | | | | | | | | | | | | | | | | | | | **3 hours per week** | | | | | | | | | | **A** | | |
| unit 6 | **3 hours per week** | | | | | | | | | | | | **A** | | | | | | | | | | | **A** *A negotiated over-run can be arranged to spread the burden of assessment.* | | | | | | | | | | | |
| unit 7 | | | | | | | | | | | | | | | | | | | | | | | | **3 hours per week** | | | | | | | | | | | **A** | |
| unit 8 | **3 hours per week** | | | | | | | | | | | | | **A** | | | | | | | | | | **A** *A negotiated over-run can be arranged to spread the burden of assessment.* | | | | | | | | | | | |
| unit 9 | | | | | | | | | | | | | | | | | | | | | | | | **3 hours per week** | | | | | | | | | | | | **A** |
| unit 10 | | | | | | | | | | | | | | | | | | | | **3 hours per week** Planning | | **A** | | Research and Writing | | | | | | | | | **A** Evaluation | | | **A** |
| unit 11 | | | | | | | | | | | | | | | | | | | | | | | | **3 hours per week** | | | | | | | | | | **A** | | |

## Mandatory units

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|---|---|---|---|
| **Unit 1: Research Issues** | No | Two assessments — one open-book and one closed-book. | This unit would be delivered and assessed in the first half of the programme. |
| **Unit 2: Sociology C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 3 starts. |
| **Unit 3: Sociology D** | No | One assessment — open-book. | Learners would continue to develop knowledge and understanding, building on theoretical knowledge. |
| **Unit 10: Graded Unit 2** | 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. |
| **Unit 11: Graded Unit 3** | No | Examination | This would be delivered in Semester 2 — providing revision and technique development opportunities for learners, with assessment being scheduled on or around Week 30. |

## Optional units

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|---|---|---|---|
| **Unit 4: Psychology C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 5 starts. |
| **Unit 5: Psychology D** | No | One assessment — open-book. | |
| **Unit 6: History C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 7 starts. |
| **Unit 7: History D** | No | One assessment — open-book. | |
| **Unit 8: Politics C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 9 starts. |
| **Unit 9: Politics D** | No | One assessment — open-book. | |

**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 (ie, 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 over-burden on the learners. Some teaching of the succeeding unit (ie, 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 to 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** = flexible and negotiable submission of assessment/completion of assessment

|  | 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 | **2 hours per week**         **A** | | |
| unit 2 | **3 hours per week**     **A** | **A** <br> *A negotiated over-run can be arranged to spread the burden of assessment.* | |
| unit 3 | | **3 hours per week**        **A** | |
| unit 4 | **3 hours per week**     **A** | **A** <br> *A negotiated over-run can be arranged to spread the burden of assessment.* | |
| unit 5 | | **3 hours per week**       **A** | |
| unit 6 | **3 hours per week**    **A** |    **A** <br> *A negotiated over-run can be arranged to spread the burden of assessment.* | |
| unit 7 | | **3 hours per week**       **A** | |
| unit 8 | **3 hours per week**       **A**     **A** | *A negotiated over-run can be arranged to spread the burden of assessment.* | |
| unit 9 | | **3 hours per week**        **A** | |
| unit 10 | | **3 hours per week** <br> Planning    **A**    Research and Writing    **A** Evaluation   **A** | |
| unit 11 | | **3 hours per week**      **A** | |

**Mandatory units**

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|---|---|---|---|
| **Unit 1: Research Issues** | No | Two assessments — one open-book and one closed-book. | This unit would be delivered and assessed in the first half of the programme. |
| **Unit 2: Sociology C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 3 starts. |
| **Unit 3: Sociology D** | No | One assessment — open-book. | Learners would continue to develop knowledge and understanding, building on theoretical knowledge. |
| **Unit 10: Graded Unit 2** | 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. |
| **Unit 11: Graded Unit 3** | No | Examination | This would be delivered in Semester 2 — providing revision and technique development opportunities for learners, with assessment being scheduled on or around Week 30. |

**Optional units**

| Unit | Integration with other units | Assessment | Comments on possible delivery and assessment |
|---|---|---|---|
| **Unit 4: Psychology C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 5 starts. |
| **Unit 5: Psychology D** | No | One assessment — open-book. | |
| **Unit 6: History C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 7 starts. |
| **Unit 7: History D** | No | One assessment — open-book. | |
| **Unit 8: Politics C** | No | Two assessments — one open-book and one closed-book. | This unit is delivered from the start of the programme and both assessments should be completed before Unit 9 starts. |
| **Unit 9: Politics D** | No | One assessment — open-book. | |

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment units (which may or not be graded)
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦ Where there is an existing requirement for a licence to practise
♦ Where there are specific health and safety requirements
♦ Where there are regulatory, professional or other statutory requirements
♦ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

The HNC/HND Social Sciences qualifications are not designed specifically to articulate to one specific degree programme at any one university. However, there are a number of formal articulation agreements between colleges and universities in place. In addition, some colleges have informal agreements with individual higher education institutions which may facilitate articulation for suitable learners on an individual case-by-case basis.

There are opportunities to articulate from the HNC/HND Social Sciences to various undergraduate degree programmes. Subjects delivered by centres should therefore be informed by articulation agreements between the centre and universities.

♦ BA Hons Social Sciences
♦ BA Hons Applied/Combined Social Sciences
♦ MA Hons Arts and Humanities Degrees (English, History, Philosophy)
♦ MA Hons Degrees (Sociology, Psychology, Politics and International Relations, Anthropology, Economics)
♦ MA Hons Behavioural Sciences
♦ BA Hons Criminology

### 6.2.2 Professional recognition

There are no professional recognition arrangements for the HNC/HND Social Sciences.

## 6.2.3  Transitional arrangements

Transitional arrangements help learners to transfer between old and new qualifications. For example, a learner having partially completed an old HNC qualification and now wishing to complete their HNC using the new qualification or, a learner having completed an old HNC qualification and now wishing to progress to the new HND. In such instances, transitional arrangements would be based on a unit by unit credit transfer basis.

Credit transfer will be given where the subject related content of the units and evidence requirements have not changed significantly. To achieve credit transfer, learners must produce their Scottish Qualifications Certificate as evidence. Centres must retain proof of this (normally a photocopy of the learner's SQC for the purposes of internal and external verification). All decisions relating to credit transfer remain with centres. However, SQA has carried out an initial mapping between the old and new units. This can be found in Section 6.2.4.

## 6.2.4  Credit transfer

Specific credit transfer will be given where the subject related content and evidence requirements of a unit has not changed significantly.

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

| Existing units | New units | Credit transfer given | Comment |
|---|---|---|---|
| FM66 34 Social Science: Research and Methodology | J037 34 Social Science: Research and Methodology | No | Both units embed the Core Skill component of Using Number at SCQF level 5<br><br>J037 34 also embeds Using Graphical Information at SCQF level 6 and Critical Thinking at SCQF level 6 |
| FM0J 35 Social Science: Research Issues | J038 35 Social Science: Research Issues | No | J038 35 embeds Critical Thinking at SCQF level 6 |
| FJ34 34 Economics A: Introduction to Economics | FJ34 34 Economics A : Introduction to Economics | Yes | |
| FJ39 34 Geography A: The Geography of Inequality | FJ39 34 Geography A: The Geography of Inequality | Yes | |
| FK7V 34 History A: Introducing Topics within a Historical Period | FK7V 34 History A: Introducing Topics within a Historical Period | Yes | |
| FK81 34 Philosophy A: An Introduction to Philosophical Debate | FK81 34 Philosophy A: An Introduction to Philosophical Debate | Yes | |

| Existing units | New units | Credit transfer given | Comment |
|---|---|---|---|
| FK85 34 Politics A: An Introduction to Political Theories of the State | J032 34 Politics A: An Introduction to Political Theories of the State | No | J032 34 embeds Critical Thinking at SCQF level 5 |
| FK8D 34 Psychology A: History and Development of Psychology | FK8D 34 Psychology A: History and Development of Psychology | Yes | |
| FK8R 34 Sociology A: Introduction to Sociology | FK8R 34 Sociology A: Introduction to Sociology | Yes | |
| FJ36 34 Economics B: Economic Theory and Application | J02V 34 Economics B: Economic Theory and Application | Yes | |
| FJ3A 34 Geography B: Urban Geography | J0ND 34 Geography B:Urban | No | J0ND 34 embeds Critical Thinking at SCQF level 5 |
| FK7W 34 History B: Analysing Topics within a Historical Period | J02X 34 History B: Analysing Topics within a Historical Period | No | J02X 34 embeds Critical Thinking at SCQF level 5 |
| FK82 34 Philosophy B: Classic Texts in Philosophy | J02Y 34 Philosophy B: Classic Texts in Philosophy | No | J02Y 34 embeds Critical Thinking at SCQF level 5 |
| FK86 34 Politics B: The United Kingdom and Scotland | J0H0 34 Politics B: The United Kingdom and Scotland | No | J0H0 34 embeds Critical Thinking at SCQF level 5 |
| FK8E 34 Psychology B: Explanation and Research of Psychological Topics | J030 34 Psychology B: Explanation and Research of Psychological Topics | No | J030 34 embeds the Core Skill of Problem Solving at SCQF level 6 ♦ Critical Thinking at SCQF level 6 ♦ Planning and Organising at SCQF level 6 ♦ Reviewing and Evaluating at SCQF level 6 |
| FK8T 34 Sociology B: Applying Sociological Theories and Studies to Sociological Topics | J031 34 Sociology B: Applying Sociological Theories and Studies to Sociological Topics | No | J031 34 embeds Critical Thinking at SCQF level 5 |
| FJ37 35 Economics C:Applied Economics | J0LW 35 Economics C: Applied Economics — The Global Perspective | No | J0LW 35 embeds Critical Thinking at SCQF level 6 |

| Existing units | New units | Credit transfer given | Comment |
|---|---|---|---|
| FJ38 35 Geography C: Environmental Geography | J0LV 35 Geography C: Environmental Geography | No | J0LV 35 embeds Critical Thinking at SCQF level 6 |
| FK7X 35 History C: Evaluating Topics within a Historical Period | J0LS 35 History C: Evaluating Topics within a Historical Period | No | J0LS 35 embeds Critical Thinking at SCQF level 6 |
| FK87 35 Politics C: The United States and European Union | J0NB 35 Politics C: The United States and European Union | No | J0NB 35 embeds Critical Thinking at SCQF level 6 |
| FK83 35 Philosophy C: An Introduction to Logical Analysis | J0NF 35 Philosophy C: An Introduction to Logical Analysis | No | J0NF 35 embeds Critical Thinking at SCQF level 6 |
| FK8F 35 Psychology C: Analysis and Evaluation of Psychological Topics | J0NC 35 Psychology C: Analysis and Evaluation of Psychological Topics | No | J0NC 35 embeds Critical Thinking at SCQF level 6 |
| FK8V 35 Sociology C: Analysing and Evaluating Sociological Debates | J0NA 35 Sociology C: Analysing and Evaluating Sociological Debates | No | J0NA 35 embeds Critical Thinking at SCQF level 6 |
| FJ35 35 Economics D: Economics Today | FJ35 35 Economics D: Economics Today | Yes | |
| FJ3C 35 Geography D: Geography Today | FJ3C 35 Geography D: Geography Today | Yes | |
| FK7T 35 History D: Specialist Study | FK7T 35 History D: Specialist Study | Yes | |
| FK7Y 35 Philosophy D: Normative Ethics | FK7Y 35 Philosophy D: Normative Ethics | Yes | |
| FK84 35 Politics D: Political Representation | FK84 35 Politics D: Political Representation | Yes | |
| FK8C 35 Psychology D: The Research Process in Psychology | FK8C 35 Psychology D: The Research Process in Psychology | Yes | |
| FK8P 35 Sociology D: Specialist Study | FK8P 35 Sociology D: Specialist Study | Yes | |

**NB:** It is possible to provide evidence of the achievement of Core Skills from other sources.

## 6.3　Opportunities for e-assessment

E-assessment may be appropriate for some assessments in these qualifications. E-assessment means assessment which is supported by Information and Communication Technology (ICT) and the use of digital tools. The choice of open-book assessments for the units making up the qualifications is particularly important as the units lend themselves to diverse learning, teaching and assessment approaches which make it possible for learners to develop digital skills using digital tools. Learners could, for example, be encouraged to create an e-portfolio, write a blog or maintain a learning journal. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form that can easily be presented for assessment purposes.

Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

## 6.4　Support materials

A **list of existing ASPs** is available to view on SQA's website.

## 6.5　Resource requirements

The HNC/HND Social Sciences qualifications should be delivered and assessed by suitably qualified staff who have sufficient depth of subject knowledge above the levels of the awards, ie, degree level.

Learners should have access to Information and Communication Technology (ICT) tools either through the centre's own ICT resources or through 'Bring your own device' initiatives.

# 7　General information for centres

**Equality and inclusion**

The unit specifications making up these group awards have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on the SQA website **www.sqa.org.uk/assessmentarrangements**.

**Internal and external verification**

All instruments of assessment used within these qualifications 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/GuideToAssessment)**.

# 8    Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Signposted Core Skills:** refers to opportunities to develop Core Skills arising in learning and teaching but are not automatically certificated.

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ learners may not be entered for the group award
♦ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded unit:** Graded units assess learners' 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 learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

♦ the group award will be deleted from the relevant catalogue
♦ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the group award
♦ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how difficult it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National units which are available from SCQF levels 2–7.

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

# 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 replaced by a revised version of the same unit:

♦ No new centres may be approved to offer the old version of the unit that has been revised.
♦ Centres already approved for the unit should only enter learners for the old version of the unit where the learner is expected to complete the unit before its finish date.

| Version Number | Description | Date |
|---|---|---|
| 10 | J8R1 34 Criminology: The Accused's Journey Has replaced J00G 34 The Accused's Journey on both frameworks which finishes on 31/07/2025. | 12/02/25 |
| 09 | Clarification of the assessment requirements for Psychology B. | 10/07/24 |
| 08 | **Updates to Framework:** A54T 34 European Union Institutions, A5DT 34 Literature: Contextual Analysis and F545 34 Scottish Parliament: Scotland's Devolved Political System finished on 31/07/2022 | 10/11/22 |
| 07 | **Revision of Unit:** F7PW 34 Journalism Skills: Introduction to Industry and Practice has been revised by J6JS 34 Journalism: An Introduction. F7PW 34 Journalism Skills: Introduction to Industry and Practice will finish on 31/07/2024 | 11/07/22 |
| 06 | **Addition of Units:** F1ES 34 - Counselling: Relationship-Centred Counselling Skills: Stage 2 of the Three-Stage Integrative Model F1ET 34  - Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model added as optional units to HNC and HND frameworks. | 06/10/20 |
| 05 | **Revision of Unit:** HJ4W 34 Work Placement added as an optional (Non Social Sciences) unit to HNC and HND frameworks. | 18/05/20 |
| 04 | **Revision of Units:** DH43 49 Complex Oral Presentation (finish date 31/07/2022) has been replaced by J2JR 34 Analysing and Delivering Complex Oral Presentations (start date 01/08/2019). D7XF 35 Interpersonal and Group Skills (finish date 31/07/2022) has been replaced by J2JX 35 Applying Interpersonal Communication Theory (start date 01/08/2019). D7M9 35 Critical Analysis of Texts (finish date 31/07/2022) has been replaced by J2LC 35 Critical | 06/02/20 |

| | | | |
|---|---|---|---|
| | Analysis Texts (start date 01/08/2019) has been added to both HNC and HND frameworks | |
| 03 | **Additional Unit:** F1ER 34 Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model has been added to the optional section for both frameworks | 20/01/20 |
| 02 | **Revision of Unit:** HK4Y 35 Social Anthropology: Ethnographies of Scottish Peoples  has been revised by J1S2 35 Social Anthropology: Ethnographies of People in Scotland in HNC and HND frameworks and finishes on 31/07/2020 | 15/04/19 |

# Acknowledgement

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

# 9      General information for learners

**Who should apply for these qualifications?**

The HNC/HND Social Sciences qualifications are for those who wish to gain a deep understanding of the relationship between the individual and society.

The qualifications are suitable for school leavers, adult returners, learners progressing from National Certificate Group Awards or SWAP/Access programmes.

**What are the entry requirements for these qualifications?**

It is recommended that you have one of the following:

♦   SQA Highers in appropriate subjects at SCQF level 6
♦   National Certificate in Social Sciences at SCQF level 6
♦   SWAP Access programmes in Arts and Humanities
♦   Core Skill in *Communication* at SCQF level 6
♦   Or, other relevant qualifications

**Content of the awards**

The HNC/HND Social Sciences involves the study of society, people and the manner and way in which people behave and influence the social world around us. Undertaking studies in the social sciences requires you to look beyond your own immediate experience to try and understand how our society works.

There are a number of subjects that come under the title of social sciences including, research methodology, sociology, psychology, history, politics, economics, philosophy and geography. The HNC/HND Social Sciences are the perfect qualifications for answering those 'big questions' — What is modern society? What causes social and political change? What are the causes of unemployment or economic growth? What systems are there of political representation? How does the brain work? How can we understand behaviour that is both typical and atypical? Why do we conform? Why is there crime or poverty and how do we explain it?

The social sciences provide vital research and evidence-based information for governments and policymakers, local authorities, non-governmental organisations; the research findings of the social sciences also provides invaluable information whether you are, for example, a parent, local councillor, police officer, or a business executive.

In the HNC or Year 1 HND, you will study Research and Methodology, Sociology and Psychology and select other optional social sciences and non-social sciences units of study.

In the HND or Year 2 HND, you will study Research Issues and more Sociology. You will also select other optional social sciences and non-social sciences units of study.

The broadening options sections of the qualifications provide a range of interesting and useful subjects such as, information technology and communication, social anthropology and criminology.

**Skills developed**

Across the qualifications, you will be given opportunities to develop a range of academic competencies, Core Skills and employability skills.

You will be encouraged to build an academic, Core Skills and employability skills profile whilst studying for the HNC/HND Social Sciences.

This profile will be useful in helping you to articulate not just what you know and understand from studying the social sciences, but what you are competent in doing in terms of transferable skills.

**Assessment**

Subject units are assessed by a mixture open-book and closed-book assessments. Assessment methods will vary and could include, for example, essays, structured questions, oral presentations, poster presentations, blogs, podcasts, or any other suitable method.

In the HNC, Year 1 HND, there is one mandatory graded unit which is an examination. In the HND, Year 2, there are two graded units. One is a graded project and the other is a graded examination.

The purpose of the graded unit 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.

**Progression**

The qualifications are designed to prepare you for entry into 2nd or 3rd year degree programmes at higher education institutions or for progression into employment in a wide range of occupational areas.