

# Higher National Unit Specification

## General information

Unit title: See unit writer brief

Unit code: completed by SQA

Superclass: completed by SQA

Publication date: completed by SQA

Source: Scottish Qualifications Authority

Version: completed by SQA

### Unit purpose

Add text here

**Note to unit writers:** You must include information about the purpose of this unit and the learner group / who unit is suitable for. See unit writer brief.

You may also wish to include information about possible progression opportunities on successful completion of this unit.

### Outcomes

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

1. Add outcomes here

**Note to unit writers:** You must format each outcome verb + content + conditions OR verb + conditions + content.

### Credit points and level

See unit writer brief — X Higher National Unit credit / credits at Scottish Credit and Qualifications Framework (SCQF) level X: (X SCQF credit points at SCQF level X).

### Recommended entry to the unit

Add text here

**Note to unit writers:** Under this heading you will give guidance on the level of knowledge, skills, experience or the qualifications that learners should have achieved before they start the unit, if they are to be able to achieve the unit within the time allotted.

### Core Skills

**Note to unit writers:** This section will be completed by SQA. You should record signposting of Core and other skills development in the Support Notes under the heading ‘Opportunities for developing Core and other essential skills’.

SQA’s Qualification Portfolio Management Team will arrange for one of the following statements to be inserted as appropriate.

Achievement of this unit gives automatic certification of the following:

Complete Core Skill(s) (insert Core Skill *title and level / none* as appropriate)

Core Skill component(s) (insert *component title and level / none* as appropriate)

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes for this unit specification.

**OR**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

If required, add text here

**Note to unit writers:** Delete if assessment support pack not being produced — see unit writer brief.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA’s website: [Internal Assessment Support Materials](https://www.sqa.org.uk/sqa/46233.2769.html) (www.sqa.org.uk/internal assessment support materials).

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website:  
[SQA Assessment Arrangements](https://www.sqa.org.uk/assessmentarrangements) (www.sqa.org.uk/assessmentarrangements).

Higher National Unit Specification: Statement of standards

Unit title: Add unit title here

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

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and / or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Add text here

#### Knowledge and / or skills

* Add text here

### Outcome 2

Add text here

#### Knowledge and / or skills

* Add text here

### Outcome 3

Add text here

#### Knowledge and / or skills

* Add text here

#### Evidence requirements for this unit

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

Add text here

* Add text here

**Note to unit writers:** You should give details of the most appropriate way of assessing here. Assessment may be carried out:

* Outcome by outcome
* Two or more outcomes together
* All outcomes together — holistic assessment of the unit



Higher National Unit Support Notes

Unit title: Add unit title here

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is add number of hours here hours.

### Guidance on the content and context for this unit

Add text here

**Note to unit writers:** This section should include information on the following features where appropriate.

* expand on unit purpose
* expand on unit outcomes
* contextualise
* identify specific vocational / subject knowledge and skills
* recognition by professional bodies
* relationship to NOS and / or other industry standards
* whether the unit provides underpinning knowledge for SVQs or other qualifications
* progression pathways

### Guidance on approaches to delivery of this unit

Add text here

**Note to unit writers:** This section should provide the reader with details of any specific delivery criteria for the unit, for example specific teaching qualifications, access to physical / specialist resources, legislation, examination / assessment administered on or behalf of another agency, environmental setting (workplace / simulated). It should also provide readers with suggestions of how teaching or delivery might be organised, for example:

* a preferred order of teaching (and assessing) certain topics.
* ideas about possible delivery methods including classroom activities, field trips, visits and group work, the aim being to encourage the use of learning and teaching approaches that are varied and appropriate to the aims of the unit — so your advice might be to encourage a learner-centred, participative and practical approach.

### Guidance on approaches to assessment of this unit

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

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

Add text here

**Note to unit writers:** This section should include information on the following features where appropriate:

* how assessment could be carried out
* possible instruments of assessment
* conditions of assessment
* how to integrate assessment in an outcome and / or across outcomes or as a whole unit
* details of how sampling should be carried out
* advice on how a learner’s work can be authenticated

### Opportunities for e-assessment

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

### Opportunities for developing Core and other essential skills

Add text here

**Note to unit writers:** This section should be used to signpost where Core Skills are developing naturally. It can also be used to highlight additional opportunities to develop Core Skills through suggested learning and teaching approaches. In addition, broader skills development in the areas of enterprise, employability, sustainable development and citizenship should be recorded here.

History of changes to unit

| Version | Description of change | Date |
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Unit template: February 2025

General information for learners

Unit title: Add unit title here

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

Add text here

**Note to unit writers:** This section will include information on the following features where appropriate.

* brief overview on what the unit is about
* what learners will do / learn while working through the unit
* the subject specific knowledge and skills they will develop
* how they will be assessed
* Core Skills they will develop, how they will be developed and whether they will be certificated
* other skills development in enterprise, employability, sustainable development, citizenship
* professional body recognition / exemplification (if applicable)