

Scottish Studies: Scotland in Focus (SCQF level 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H3YP 44

Unit outline

This is a mandatory Unit in the *Scottish Studies Award* at SCQF level 4. It can also be taken as a freestanding Unit.

The general aim of this Unit is to allow learners to broaden their knowledge of Scotland in terms of its people, languages, society, culture, natural and built environment, and/or heritage. Learners will also develop, with support, the skills of making appropriate choices, selecting relevant information from sources, and skills of reflection, which are important for successful independent learning. They will do this by planning and completing an activity that has a Scottish focus. The activity will involve presenting information in, for example, a written, oral and/or electronic format, or by way of a performance or the creation of an artefact.

Learners who complete this Unit will be able to:

- 1 Plan and complete an activity that has a Scottish focus
- 2 Reflect on what they have learned about their Scottish focus during the activity

This Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and the development of skills for learning, skills for life and skills for work.

Recommended entry

Entry is at the discretion of the centre. However, learners may benefit from having the skills, knowledge and understanding relevant to the following or equivalent:

- ◆ A Unit or Units which contribute to the *Scottish Studies Award* at SCQF level 4

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate foundation for this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Plan and complete an activity that has a Scottish focus by**
 - 1.1 choosing an aim in relation to broadening their knowledge of Scotland from a range of potential aims
 - 1.2 choosing an activity that will help them to achieve this aim
 - 1.3 choosing sources of information and the resources required to complete the activity
 - 1.4 selecting information which is of relevance to their aim from their chosen sources
 - 1.5 using this information and the resources to complete the activity in a way that helps them to achieve their aim

Outcome 2

The learner will:

- 2 Reflect on what they have learned about their Scottish focus during the activity by:**
 - 2.1 identifying what they have learned about their Scottish focus in some detail
 - 2.2 communicating what they have learned clearly and in an appropriate way

Evidence Requirements for the Unit

Evidence is required to show that learners have achieved both Outcomes and all Assessment Standards for this Unit.

Teachers and lecturers should use their professional judgement, subject knowledge and experience, and their understanding of learners to determine the most appropriate ways to generate the evidence required and appropriate aims and activities.

At this level, learners should choose an aim, an activity, resources, and at least **two** sources of information from a selection offered by their teacher/lecturer. The selection offered must allow learners to broaden, not simply consolidate, their existing knowledge of Scotland.

Appropriate activities will depend on the resources available, the aim learners have chosen and their individual preferences, strengths and skills. The activity can be an individual or group activity. If a group activity is chosen, centres must ensure that each learner has the opportunity to generate their own evidence to cover both Outcomes and all Assessment Standards.

Examples of appropriate aims and related activities can be found in the *Unit Support Notes*.

Teachers and lecturers can offer advice to learners to help them chose appropriate aims, activities, sources and resources. Evidence to show that learners have planned and completed their activities, and reflected on their learning should be gathered at appropriate points throughout the Unit as they develop the necessary knowledge and skills. Centres must ensure that this evidence is each learner's own work.

The *Assessment Support* packs for this Unit provide exemplification of approaches to assessment. Advice and guidance on possible approaches to assessment are also provided in the *Unit Support Notes*.

Development of skills for learning, skills for life, and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These can be built into the Unit where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.4 Enterprise

4.6 Citizenship

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

5.5 Creating

Further information on these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the *Award Support Notes*.

Administrative information

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Superclass: FL

History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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