



## Electronics: Circuit Design (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** J9L3 74

### Unit outline

The general aim of this Unit is to develop an understanding of key electrical and electronic components, and how they can be combined into electronic circuits. Learners will, with guidance, analyse electronic problems and design solutions to these problems. In addition, learners will explore some aspects of the impact of electronics on society and the environment.

Learners who complete this Unit will be able to:

- 1 Design digital electronic circuits
- 2 Design analogue electronic circuits
- 3 Describe some aspects of the impact of electronics

This Unit is a mandatory Unit of the Electronics (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Added Value Unit Specification* for the Electronics (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Electronics (National 4) Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Numeracy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing 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 Design digital electronic circuits by:**

- 1.1 Analysing, with guidance, problems requiring digital solutions
- 1.2 Combining components and/or sub-systems into complete block diagram designs involving NOT, AND and OR
- 1.3 Describing how familiar digital circuits work, using appropriate terminology

### **Outcome 2**

The learner will:

#### **2 Design analogue electronic circuits by:**

- 2.1 Analysing, with guidance, problems requiring analogue solutions
- 2.2 Identifying required common input, process and output devices and their symbols
- 2.3 Combining components and/or sub-systems into complete circuit diagram designs
- 2.4 Describing how familiar analogue circuits work, using terminology including current, voltage and resistance, appropriately

For Outcomes 1 and 2, devices should include resistors, LEDs, diodes, capacitors, transistors, switches, and some integrated circuits. Typical circuits should involve a power supply, up to two input devices, processing, and an output device.

### **Outcome 3**

The learner will:

#### **3 Describe some aspects of the impact of electronics by:**

- 3.1 Describing appropriate disposal methods for electronic devices
- 3.2 Describing examples of the increasing use of electronic devices

## **Evidence Requirements for the Unit**

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to demonstrate technological skills, knowledge and understanding in the context of designing electronic circuits. Evidence of Outcomes may take many forms, including oral or written evidence, or may be demonstrated by carrying out practical tasks which require relevant knowledge and understanding.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ 7 out of 9 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# **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 learners will be expected to improve on and develop through the 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 must be built into the Unit where there are appropriate opportunities.

## **2 Numeracy**

2.3 Information handling

## **5 Thinking skills**

5.1 Remembering  
5.2 Understanding

Amplification of 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 *Unit Support Notes*.

# Administrative information

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**Published:** January 2026 (version 3.0)

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## History of changes to National Unit Specification

Version	Description of change	Date
1.1	Assessment Standard threshold added.	September 2018
2.0	References to 'simple', 'basic' and 'straightforward' removed from Outcomes 1, 2 and 3, and throughout Unit Specification.  Assessment Standards 1.2 and 1.3 combined and subsequent Assessment Standard renumbered. Assessment Standard threshold updated accordingly.  Reference to 'block diagram' added to Assessment Standard 1.2 to clarify requirements.  Reference to 'circuit diagram' added to Assessment Standard 2.3 to clarify requirements.	May 2024
3.0	We have removed 'Practical' from the course and unit names and changed the course and unit codes.  <b>What you need to do differently</b> There is no impact on teaching, learning or assessment, however, you must use the new codes for entries.	January 2026

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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