

# Next Generation Higher National Unit Specification

## Social Anthropology: Thematic Ethnography (SCQF level 8)

**Unit code:** J80J 48  
**SCQF level:** 8 (24 SCQF credit points)  
**Valid from:** session 2024–25

### **Prototype unit specification for use in pilot delivery only (version 2.0) August 2024**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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## Unit purpose

This unit builds on learners' knowledge and understanding of social anthropological perspectives, explanations and sources. You introduce learners to the special value of ethnography as a product — the written work of social anthropologists that sets out to share an understanding of the people and situations they have studied — and its uses as a process or method of study. Learners familiarise themselves with the various research methods used to gain knowledge. They discuss ethical challenges and take the opportunity to use one of the methods for themselves. They also produce a piece of ethnography of their own.

The unit is aimed at learners who want to further their knowledge and skills in social anthropology.

Entry to the unit is at your centre's discretion. However, we recommend that learners have one or more of the following:

- ◆ good communication skills
- ◆ previous study of social anthropology, for example units at SCQF level 6 or Higher National Qualifications at SCQF level 7, or other similar qualifications
- ◆ other knowledge, skills and experience relevant to the unit

Learners normally study the unit as part of the Higher National Diploma (HND) in Social Sciences. They can also study it on a stand-alone basis.

If learners study the unit as part of HND Social Sciences, they may be able to progress to a degree programme in a related subject.

## Unit outcomes

Learners who complete this unit can:

- 1 evaluate the importance of ethnography in social anthropology
- 2 design a social anthropological research investigation related to a theme
- 3 conduct a research investigation related to a theme, using appropriate social anthropological research methods
- 4 produce a short ethnographic account that analyses the findings of the research investigation

## Evidence requirements

Learners should provide written or oral evidence covering all unit outcomes, produced under open-book conditions. You should give the task at an appropriate point in the unit. Learners should submit their work for marking on a date that you have provided or agreed with them.

Learners must produce a written response of between 2,500 and 3,000 words, or an oral response that is 18 to 22 minutes in duration.

Learners study four themes in total: two themes from the approved course themes list, and a further two from the subject-specific list. Learners taking this as a stand-alone unit also study these four themes.

Learners must study two from this list of approved course themes:

- ◆ History and social change
- ◆ Power and control
- ◆ Our changing world
- ◆ Deviance
- ◆ Inequalities
- ◆ Globalisation
- ◆ Culture and identity
- ◆ Human environments
- ◆ Ethics
- ◆ Origins of behaviour

Learners must study a further two from this list of subject-specific themes:

- ◆ Work and economies
- ◆ Human life courses
- ◆ Health and healing
- ◆ Religion and spiritual life
- ◆ Art, museums and heritage
- ◆ Sport and leisure

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- ◆ Tourism
- ◆ Language and ways of thinking

You assess learners on one theme from the four they study in the unit.

Learners' responses must include:

- ◆ an evaluation of the importance of ethnography as a product and a process, focusing on published ethnography
- ◆ a plan for a research investigation using a social anthropological approach to a theme that includes design, research methods to be used and procedures to be followed
- ◆ primary research on the chosen theme, including identification of the ethical challenges in the research investigation's design
- ◆ an evaluation of how the research was conducted, including positive aspects and challenges
- ◆ an ethnographic account that analyses the findings of the research, on the chosen theme

You can choose to use a mix of assessment methods across a group, depending on what is most suitable for each learner; for example, some could give a written response, and others could give an oral response.

Learners must fully reference their assessment, using reliable sources appropriate for SCQF level 8. They must list all sources in a bibliography or reference list, in a recognised standard format such as Harvard or APA.

The SCQF level of the unit provides additional context relating to the quality of evidence.

Learners must:

- ◆ contribute information that is complex, accurate and relevant to its purpose and audience
- ◆ present ideas clearly and coherently
- ◆ use a structure that is appropriate to the purpose
- ◆ provide supporting evidence or references

## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the meaning and value of ethnography for social anthropologists</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ evaluate the importance of ethnography as a product, and as a process to understand the people it describes</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the relevant research methods for carrying out a social anthropological research investigation, including fieldwork and observant participation</li> <li>◆ how to identify and meet ethical challenges</li> <li>◆ how to design a research investigation using social anthropological methods</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ design a research investigation on a chosen theme using social anthropological research methods</li> </ul>
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to carry out social anthropological research</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ conduct a research investigation on a chosen theme using social anthropological methods</li> <li>◆ identify any ethical challenges in conducting the research</li> </ul>
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to analyse results from social anthropological research</li> <li>◆ how to write up the results of their research in an ethnographic account</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ produce an ethnographic account of their research investigation findings on the chosen theme</li> </ul>

## Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the social sciences sector.

The unit helps learners develop the meta-skills of self-management, social intelligence and innovation. Learners should develop meta-skills naturally throughout the unit. You should encourage learners to develop a minimum of one area in each of the three categories, but they do not need to cover all suggested subsections. The following suggestions may help to shape delivery and assessment, and vary depending on the chosen topics and assessment method.

### Self-management

This meta-skill includes:

- ◆ focusing: completing the assessment and research investigation work to clear deadlines; being proactive in planning and developing assessment responses
- ◆ integrity: acting in an ethical way to complete assessments and carry out work for the research investigation; developing good working relationships with peers and research collaborators; including citations and referencing for assessments
- ◆ adapting: acquiring new knowledge, language and skills; using different technologies to communicate and complete assessments; using a virtual learning environment (VLE); reflecting on performance to improve approach
- ◆ initiative: starting work as early as possible; decision making; self-motivation; reading and thinking about theories, research evidence and sources; using library facilities; setting own deadlines

### Social intelligence

This meta-skill includes:

- ◆ communicating: listening to information on anthropological theories that underpin the chosen ethnography, research and sources; explaining ideas; producing suitable, understandable assessment responses; sharing written or oral ideas and opinions on themes and topics covered in the unit
- ◆ feeling: understanding other perspectives and respecting other viewpoints in discussions; using all of these skills in the research investigation
- ◆ collaborating: working together on formative presentations and project work; taking account of others in planning and carrying out tasks; building relationships with peers and research collaborators
- ◆ leading: taking account of others; sharing information in a useful way

## **Innovation**

This meta-skill includes:

- ◆ curiosity: seeking knowledge about anthropological theories that underpin the chosen ethnography, research and the different ways that people think; making the most of library research time; taking part in class discussion and debates; seeking out ideas, information and sources of evidence
- ◆ creativity: developing new ways of working and approaching tasks; providing novel and individual analysis of sources; being creative in designing a research investigation
- ◆ sense-making: participating in discussion, blending a range of ideas; considering and evaluating ideas; understanding and explaining other people's ways of thinking
- ◆ critical thinking: making logical connections and reasoned judgements; drawing conclusions based on evidence and research; reviewing and evaluating research evidence

## **Literacies**

Learners develop core skills in the following literacies:

### **Communication**

Learners develop communication skills in formative and summative assessments. It is part of the evidence requirements for the unit to ensure learners convey complex ideas in a well-structured and coherent way, with academic references where appropriate. You can give learners opportunities to carry out oral presentations and engage in discussions.

### **Digital**

Learners develop digital skills and computer literacy by using digital packages to produce assessments, and internet sources to research ethnographies. You can give them guidance on appropriate sources. Using a VLE also supports digital skills.

## Learning for Sustainability

Learning for Sustainability aims to build the values, attitudes, knowledge, skills and confidence needed to develop practices and make decisions that are compatible with a sustainable and equitable society. In this unit, there are opportunities to develop knowledge and understanding of sustainability while studying topics about specific peoples who have maintained a more sustainable lifestyle, with links to the [UN Sustainable Development Goals](#).

This unit fits with the following Sustainable Development Goals:

- 3 Good health and well-being: local, perhaps ancient, ideas about how a body maintains good health
- 5 Gender equality: particularly in the case of a variety of gender classifications
- 10 Reduced inequalities: learners understand why inequality exists through a social anthropological perspective
- 12 Responsible consumption and production: giving consideration to local ideas of bodily needs



## Delivery of unit

This unit is in the 'named social sciences' section of HND Social Sciences. You can deliver it as part of the group award or offer it as a stand-alone unit.

This unit works well alongside Social Sciences: Social Policy, the mandatory unit for HND Social Sciences.

The overall unit delivery time is a notional 120 hours of contact time for delivery and assessment. We expect learners to commit a further 120 hours of self-directed study.

The amount of time allocated to each outcome is at your discretion. We suggest the following distribution of time:

- Outcome 1** — evaluate the importance of ethnography in social anthropology  
(20 hours)
- Outcome 2** — design a social anthropological research investigation related to a theme  
(30 hours)
- Outcome 3** — conduct a research investigation related to a theme, using appropriate social anthropological research methods  
(40 hours)
- Outcome 4** — produce a short ethnographic account that analyses the findings of the research investigation  
(30 hours)

## **Additional guidance**

The guidance in this section is not mandatory.

### **Content and context for this unit**

The unit aims to provide an interesting and engaging introduction to the approach taken by social anthropologists in their engagement with the world. It covers the specific methods of research used by them and the way they write about the people they encounter. You should emphasise from the start that the word 'ethnography' is used to describe the written product of anthropological research as well as the process of gathering that material, the latter being more widely described in social sciences as 'ethnographic fieldwork'. You should also examine participant observation, which is a method particular to social anthropology. Outcomes 2 and 3 offer an opportunity to try out these methods.

The unit provides an overview of four themes. Whether you are delivering the unit as a freestanding unit or as part of the group award, you should deliver two themes from the approved course themes list and a further two from the subject-specific list. Where possible, learners should influence the topics chosen for delivery. You select one of the four themes for summative assessment. You can find further details of the course themes in the Educator Guide.

We suggest areas of study in the following list of themes. This is an indicative list. You are not expected to cover all the aspects suggested under each theme, but in each case, you should introduce the anthropological theory that underpins the ethnography chosen.

### **Approved course themes**

Learners must study two from this list.

#### **History and social change**

Social anthropological studies usually introduce their subject matter in the context of its history, which always includes social change. Some studies focus on the change itself, but they always need to provide a local context to explain the local factors that have influenced the change.

For this theme, learners taking a social anthropological approach would consider ways of thinking about history and change that might be different from their own.

#### **Power and control**

For this theme, learners could study a specific political system or different attitudes to power in another society. They could also study political behaviour in our own society, such as attitudes to voting or willingness to get involved in politics.

Demonstrations and protests could be another subject of study, particularly the social aspects of taking part in these activities, which could be an opportunity for fieldwork.

Social control is another favourite subject of social anthropology: how behaviour is influenced by social pressure from family, friends and neighbours, and related to the idea of belonging.

### **Our changing world**

Learners could study migration as an aspect of the changing world. People have always moved around, but their reasons for doing so change, as do the reactions of those who receive them. Both of these have been documented by anthropological study.

Technology has changed the research methods available to anthropologists considerably. Until some 50 years ago, anthropologists were almost completely cut off from their own society while they carried out their investigations, which would usually continue for at least a year to see through the seasons and the ritual cycle of the people they were working with. Since then, there has gradually been more opportunity to be in touch with the outside world during investigations, and now anthropologists can even carry out fieldwork online.

### **Deviance**

If learners choose this theme, they need to do so in a local context, as behaviour regarded as deviant in one society could be acceptable in another. Moreover, responses could be very different, and in societies that have been subjected to colonisation, learners could focus on the clash of ideas about deviance.

### **Inequalities**

Again, learners would need to examine this theme in its social context, and apply ideas of inequality within the structures accepted by the society in question. Behaviour and attitudes between those classified as superior and inferior has been the focus of much anthropological study. In some cases, the classification itself varies with context; for example, relations within homogenous groups compared to mixed ones.

Learners could focus on gender within this theme, as well as ideas of insiders and outsiders in any society.

### **Globalisation**

Some anthropological studies have experimented with new methods to work with people who are on the move in a globalised world, so that the focus may be on a particular occupation, or an area of interest, rather than on a place of work and residence. This kind of study is called 'multi-sited ethnography'.

Other studies may examine the way that social media is used and understood in different social contexts, as well as the influence one type of entertainment may have in another society.

### **Culture and identity**

This might include the study of belonging and how people express their allegiance to a local area, to a nation, or to a wider geographical or political entity, such as Europe, using symbols such as flags, tattoos, food and music. This theme could offer an opportunity for learners to examine a particular community through ethnography or carry out a research investigation within their own local community.

### **Human environments**

Relation to the land, to other animals and to plants could be a focus of study under this heading, in which learners could also discuss the way that some indigenous peoples still live sustainably in their own local environments. Again, this theme could be addressed as background to an ethnography, which is ultimately focused on a more specific subject.

### **Ethics**

This is always an important aspect of social anthropological research and usually involves close contact with those who collaborate with it. Learners should address the ethical challenges, whatever theme is chosen for study.

The deeply qualitative nature of social anthropological research is sometimes criticised as subjective or anecdotal, but the research methods uncover aspects of social life that could remain hidden to social anthropologists engaged in less intensive but still meaningful qualitative research.

### **Origins of behaviour**

This is the focus of biological and physical anthropology and only covered in passing by social anthropologists.

### **Subject-specific themes**

Learners must study two from this list.

### **Work and economies**

This could include local, global and online economies, all of which have attracted the attention of social anthropological analysis.

Learners could use their own part-time work environments to try out participant observation.

### **Human life courses**

This includes family, childhood, youth, parenting and ageing. Much ethnography chooses to focus on elements of this theme, which can also offer an opportunity for learners to make comparisons within their own classes in multicultural communities.

### **Health and healing**

This is a whole branch of social anthropology that has generated a lot of ethnography. Some of the focus is on local practices in societies around the world. In other cases, it may be on alternative views of health and healing within one society. Learners could look around them at classes on yoga and meditation, for example, or on mindfulness, or vegan and other specific diets thought to be good for health.

### **Religion and spiritual life**

A further favourite among anthropological studies is the focus on practices that the English language describes as religion, but that could be interpreted as simply a part of everyday life. Spirituality has become a focus within post-secular society as an alternative way of thinking and could be a further point of interest for learners within their own lives.

### **Art, museums and heritage**

Learners could study art and museum culture from various perspectives, including heritage, which could also focus on material culture collected in the home. There is plenty of ethnography that examines the meaning and value of art in different societies, its relationship to skills and 'craft', and the way its value for one social group may become a commodity for another. Recent studies of museums highlight this distinction and may address the ethics of collecting in a post-colonial context.

### **Sport and leisure**

Both 'sport' and 'leisure' are words that have been exported to societies around the world and are sometimes interpreted differently. However, social anthropologists in the UK have also focused on the way that people play games and spend their non-work time. Learners could consider these studies as they look for a research investigation to study in their home community.

### **Tourism**

Again, this is a theme that learners could study in their home community, especially if they live in a part of Scotland that attracts visitors. Social anthropologists have studied and discussed the effect of tourism on local economies, and on the social life of local people elsewhere.

### **Language and ways of thinking**

This is another very basic element of social anthropology, and is always important in ethnographic research. It could be of interest to learners who have grown up bilingual, through their own family background, or by being schooled in, for example, Gaelic medium. Ways of thinking vary with language, and anthropological research sets out to reveal how these can explain different forms of behaviour.

The key topics are social anthropological fieldwork and the resulting ethnography that social anthropologists write. These topics are already listed in the outcomes, knowledge and skills, and learners should focus on these in whichever themes they choose.

### **Approaches to delivery**

You should structure the learning and teaching programme to allow time for learners to develop meta-skills, and academic and other transferable skills. You should also allow for assessment practice within the notional hours suggested. You do not need to spend an equal amount of time on each of the four themes, and can choose to focus more on certain themes.

You can shape delivery and assessment to support learners to develop their academic skills, such as time management, multi-tasking ability, digital skills, essay-writing skills and questioning ability. You can design formative and summative activities and assessments that encourage learners to practise the skills they need to progress to the next level of study.

Learners can benefit from a varied and active learning approach, where they engage in supported, independent and collaborative learning. You should encourage learners to take a participative and practical approach. Delivery methods could include:

- ◆ demonstration
- ◆ tutorial question-and-answer sessions
- ◆ debate
- ◆ individual and group research tasks
- ◆ presenting findings
- ◆ VLE
- ◆ digital tools and social media
- ◆ film and visual images
- ◆ close reading of sources

It would be useful for learners to have access to a laptop or other digital device.

You should deliver the unit in a learner-centred manner and always encourage a questioning approach. In doing so, you engage learners and encourage them to think like social scientists, and be analytical and enquiring, rather than passively accepting facts. Developing essential transferable skills also helps learners access further study and employment.

The section on meta-skills provides further guidance on incorporating different skills into delivery and evidence.

You should address the outcomes in order, first to introduce learners to the ethnographic work done by professional anthropologists on the themes chosen, then to examine the research methods they used, so that the learner can design their own research investigation using appropriate social anthropological research methods. A suitable approach might be to invite learners to read ethnography outside the scheduled class, to make notes about it, and then to bring these notes to share in the classroom. You could invite them to hold discussions in small groups, and then share them with the wider class. Learners could then keep a record of what they have learned from their peers.

Individual learners could carry out a research investigation in their own outside world, or as part of a small group. They could discuss notes made during the fieldwork once back in the classroom, and you could adopt an approach that allows them to adapt their fieldwork to take account of your comments and those of their peers.

Learners would benefit from collaboration and classroom discussion on their research.

There have been multiple ethnographies written on each theme, and it may be possible to identify useful comparisons between them, or ethnography that draws on more than one theme.

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You could ask learners to think about their own lives, contacts and interests, to see whether they can bring examples to the anthropological approaches to the themes.

Learners can also carry out fieldwork online, so you could ask them to examine the social media they use to identify various attitudes to the themes they are studying.

## **Approaches to assessment**

Although learners study four themes, you must assess them on only one. You can generate evidence using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable for learners.

Learners can choose to submit their assessment evidence in any format that meets each outcome. We recommend that you assess the unit holistically, as that is best to reduce the learners' assessment burden. You can decide to use a portfolio approach with two or more assessment tasks issued at different times in the unit delivery, if that is better for your learners.

Learners must provide a written response of 2,500 to 3,000 words, or an individual oral presentation or poster exhibition of 18 to 22 minutes in duration, or any other method that appropriately meets the evidence requirements. For example, learners could provide the evidence in the form of a report or an individual blog or website, consisting of approximately 2,500 to 3,000 words.

You can choose to use a mix of methods across a group, as it may be more suitable for some learners to give a written response and for others to use an oral method. Whichever method learners choose, they must be able to access notes, textbooks and other materials, as it is an open-book assessment.

If learners choose an oral method, we recommend that you record this in some form or provide assessor notes on the presentation for external verification purposes. Learners must fulfil all evidence requirements. Ideally, they would complete oral presentations or poster exhibitions individually. If a group presentation is used, individual learners must show coverage of all evidence requirements. To do this, they may need to provide an essay or additional responses to structured questions. Learners should submit their work for marking on a date that you have provided or agreed with them.

Learners can combine a poster exhibition with an oral presentation. For example, a learner could produce a detailed poster on the fieldwork they have carried out. During their presentation, they would explain the design of their research and any ethical issues, as well as the importance of ethnography. In this case, the total time across all outcomes and all evidence requirements would be 18 to 22 minutes.

You could ask learners to use the notes (or perhaps blogs) they have made during the process of achieving the outcomes and combine these in the final piece of work they submit. They should use their own notes, even if these have been taken when listening to the comments of others, and demonstrate in the writing (or recounting) of them that the work is their own.

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In terms of the weighting given to different elements within a written response, learners should use the following as a guide of what a piece of submitted work should include:

- ◆ approximately 750 words evaluating an ethnography they have read
- ◆ approximately 500 words laying out the methods they have used for their own research investigation
- ◆ at least a further 500 words describing how they carried out the work, including 250 on the ethical challenges
- ◆ the remaining 500 to 1,000 words reporting on and analysing their findings as an example of a piece of ethnographic work

The timing of an oral presentation could be divided in a similar way:

- ◆ approximately 5 minutes evaluating an ethnography
- ◆ approximately 4 minutes laying out their research methods
- ◆ at least a further 3 to 4 minutes describing how they did the work, including 2 minutes on the ethical challenges
- ◆ the remaining 8 to 10 minutes reporting their findings

You should make learners aware of the importance of good judgement in selecting appropriate academic sources. You should encourage them to choose academic sources rather than generic search engines, to enable them to be more confident of information and better equipped to progress to SCQF level 9 study.

If learners are creating a blog or website for their assessment, it should not be in the public domain. Rather, it should be on an intranet or private area of your VLE to reduce the likelihood of plagiarism.

Authenticating learners' work is essential. You could collect notes or visual presentation materials from learners as further evidence of meeting SCQF level 8. You should monitor learners' progress throughout to authenticate submitted work. Where possible, you should use plagiarism-detection software.

It is important that learners' responses to the assessment are at SCQF level 8.

## **Opportunities for e-assessment**

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If your centre wants to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment (as specified in the evidence requirements) are met, regardless of the mode of gathering evidence.



## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

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

## Information for learners

### Social Anthropology: Thematic Ethnography (SCQF level 8)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

### Unit information

This unit introduces you to social anthropological perspectives, explanations and sources. You learn that ethnography is the written work of social anthropologists, and that it sets out to share an understanding of the people and situations they have studied, as well as being a process or method of study. You learn about various research methods used to gain knowledge and discuss ethical challenges. You have an opportunity to use one of the research methods for yourself. You produce your own piece of ethnography.

Before you start the unit, you should have good communication skills and an interest in social anthropology. It would also be helpful to have some basic digital skills.

During the unit, you learn about themes that relate to certain developments in human society.

On completing the unit, you can:

- 1 evaluate the importance of ethnography in social anthropology
- 2 design a social anthropological research investigation related to a theme
- 3 conduct a research investigation related to a theme, using appropriate social anthropological research methods
- 4 produce a short ethnographic account that analyses the findings of the research investigation

You should aim to develop an enquiring and critical mind, thinking about ideas such as:

- ◆ how different ways of thinking are related to language and upbringing in society
- ◆ how some of the ethical approaches to investigate ways of thinking are different from your own

You are assessed using an open-book research investigation covering all unit outcomes. This means that you have access to materials such as textbooks, notes and your virtual learning environment (VLE). You can give your assessment response in writing or orally. If your assessment response is written, it must be approximately 2,500 to 3,000 words, and if it is oral, it must be between 18 and 22 minutes long.

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During the unit, you develop academic skills such as time management, multi-tasking ability, digital skills, essay-writing skills and questioning ability.

You also develop key literacies such as communication. You learn to convey complex ideas in a well-structured and coherent way, with references where appropriate. Your lecturer may also use oral presentations and discussions to help you improve your communication skills.

You develop digital skills and computer literacy by using digital packages to complete assessments, and internet sources to research information on different peoples or specific ethnographies.

The unit introduces you to Learning for Sustainability ideas, with links made to the [UN Sustainable Development Goals](#), which are particularly relevant when you study your chosen themes.

You may be able to study a degree programme in a related subject if you study this unit as part of HND Social Sciences.

## **Meta-skills**

Throughout the unit, you can develop meta-skills to enhance your employability in the social sciences sector.

Meta-skills include self-management, social intelligence and innovation.

You develop these naturally as you take part in the range of learning and teaching activities and produce assessment responses. Improving meta-skills, such as organising your time (self-management) and communicating ideas clearly (social intelligence), is useful for current and future study, and employment.

# Administrative information

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**Superclass:** EE

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## History of changes

Version	Description of change	Date
2.0	<ul style="list-style-type: none"><li>◆ Removed reference to the requirement to use holistic assessment in 'Evidence requirements', and in 'Information for learners'.</li><li>◆ In 'Approaches to assessment' additional words that a holistic of portfolio approach can be used were added. Also, additional information allowing group presentations was added.</li></ul>	May 2024

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.