

Next Generation Higher National Unit Specification

Economics: Themes from a Global Perspective (SCQF level 8)

Unit code: J80M 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 different approaches to economic study and economic theory, and develops their skills to critically analyse and critically evaluate global economic issues, which learners consider from a global economic perspective. They can use their knowledge of the UK economy to broaden their understanding of a range of international economic factors.

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

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 economics, for example National Qualifications 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 critically evaluate the economic relationship between global majority and global minority countries, in relation to a theme
- 2 critically analyse possible impacts of a contemporary economic issue on a global economy, in relation to a theme

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 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:

- ◆ Economic development
- ◆ International trade
- ◆ International institutions

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

Learners' responses must include:

- ◆ critical evaluation of the economic relationship between global majority and global minority countries related to the chosen theme
- ◆ explanation of a contemporary economic issue
- ◆ critical analysis of the contemporary economic issue's possible impact on the global economy, related to a chosen theme, including an explanation of the causes and consequences of present economic challenges on economic agents

You can choose to use a mix of methods of assessment across a cohort, depending on what is most suitable for each learner. For example, some could give a written response, others could give an oral response, and others could respond in the form of a blog.

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
- ◆ select the most appropriate sources of information and accurately reference source materials

Knowledge and skills

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

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the economic relationship between global majority and global minority countries ◆ how theory and interests shape the relationship 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ critically evaluate the economic relationship between global majority and global minority countries ◆ explain the role international trade theory and international institutions have in shaping this relationship
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ a contemporary economic issue related to a chosen theme ◆ possible impacts the contemporary economic issue has on the global economy ◆ the relevant economic agents 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ explain a contemporary economic issue in relation to a chosen theme ◆ critically analyse the possible impacts the contemporary economic issue has on the global economy ◆ explain the causes and consequences of present economic challenges on economic agents ◆ relate the economic information, arguments and judgements to a chosen theme

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 shape delivery and assessment, and vary depending on the chosen topics and assessment method.

Self-management

This meta-skill includes:

- ◆ focusing: completing the assessment 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 projects; developing good working relationships with peers; including citations and referencing for assessments
- ◆ adapting: acquiring new knowledge 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 and sources; using library facilities; setting own deadlines

Social intelligence

This meta-skill includes:

- ◆ communicating: listening to information on economic theory and contexts, explaining ideas, producing suitable, understandable assessment responses; sharing written or oral opinions on themes and topics covered in the unit
- ◆ feeling: discussing theories and expressing opinions; understanding other perspectives; respecting other viewpoints in discussions
- ◆ collaborating: working together on formative presentations; taking account of others in planning and carrying out tasks; building relationships with peers
- ◆ leading: taking account of others; sharing information in a useful way

Innovation

This meta-skill includes:

- ◆ curiosity: seeking knowledge about the global economy and contemporary economic issues; making the most of library research time; taking part in class discussion and debates; questioning motives, ideas, information and sources of evidence
- ◆ creativity: developing new ways of working and approaching tasks; providing novel and individual analysis of economic information
- ◆ sense-making: participating in discussion, blending a range of ideas; considering and evaluating ideas
- ◆ critical thinking: making logical connections and reasoned judgements; drawing conclusions based on evidence; reviewing and evaluating research evidence

Literacies

Learners develop core skills in the following literacies:

Numeracy

Learners develop numeracy skills by understanding facts and statistics. They can study, appraise and interpret numerical data relating to trade balances, economic development indicators, environmental sustainability, aid and foreign direct investment.

Communication

Learners develop communication skills in formative and summative assessment. It is part of the evidence requirements for the unit to ensure learners convey complex ideas in a well-structured and coherent way, with 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 information on economic theory, issues and the interconnected relationships within a globalised world. You can guide learners towards credible and relevant sources ensuring they navigate the digital landscape with confidence. Using a VLE also supports digital skills. You should encourage learners to draw online data from reputable institutions such as the Office for National Statistics, World Trade Organization (WTO) or the United Nations (UN).

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 social and economic sustainability while studying themes of inequalities, globalisation and human environments, as well as topics such as economic development, international trade and institutions, with links to the [UN Sustainable Development Goals](#).

This unit fits with the following UN Sustainable Development Goals (SDGs):

- 8 Decent work and economic growth: through understanding how economic policy and institutions can impact sustainability and inclusivity.
- 10 Reduced inequalities: through understanding how the study of economic development can support the reduction in income inequality within and among countries.
- 12 Responsible consumption and production: through explaining resource allocation.

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 you allocate to each outcome is at your discretion; however, you should consider all outcomes together when you deliver this unit.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

The unit aims to develop learners' skills in critically evaluating the economic relationship between global majority and global minority countries, and relating that to the selected themes. Learners explain a contemporary economic issue faced by a global economy and critically analyse its possible impacts in relation to chosen themes.

'Global majority' refers to developing and emerging economies, often found in Africa, Asia and Latin America. 'Global minority' includes developed nations primarily in Western Europe, North America and parts of East Asia.

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 must select one of the four themes for summative assessment.

You can find further details of the course themes in the Educator Guide.

Areas of study within themes could include the following suggestions. This is an indicative list. You are not expected to cover all aspects suggested under each theme and you can introduce other appropriate economic content as you think appropriate.

Approved course themes

Learners must study two from this list.

History and social change

Economic decisions and institutional policies have shaped societies throughout history. Different trade theories and development strategies have affected social structures and dynamics. Learners can explore how comparative advantage has influenced trade theories and economic growth. Understanding this concept can help learners grasp its role in global trade. Researching the impact of globalisation and free trade in global majority and global minority countries provides valuable insights into the global economy.

You could address different trade theories and policy mechanisms used for development, such as export promotion and import substitution. When you evaluate these approaches, consider historical viewpoints on development strategies and their consequences on economic growth and society.

You could explore significant global economic crises, such as the 1980s debt crisis and the 2000s global financial crisis, and delve into their impacts on economic agents. Learners can analyse the economic consequences that arose during their aftermath and uncover the lessons and approaches that emerged in response to these challenges.

Power and control

You can explore how governments, regulatory bodies and international institutions shape economic activities and outcomes. Learners could analyse the distribution of income and wealth in the global economy and explore how economic interests influence this distribution. They could study how nations use trade policies and economic diplomacy to assert power and control in the global economy. You can examine the impact of trade agreements, tariffs and non-tariff barriers on different economies and international relations. Discussion on how inequality affects economic growth, social mobility and the overall stability of the global economy helps learners develop their own opinions about power and control in development economics.

Learners could study how power dynamics affect environmental policies, resource management and climate change efforts. You can help them to understand the complexities of economics and the important roles international institutions play in shaping outcomes.

Our changing world

In this theme, you can consider real-world case histories, data analysis and policy discussions to help learners understand the relationships within our changing economic landscape. A focal point could be sustainability and environmental economics. Learners can explore the economic implications of the environment and development. Topics such as climate change, resource depletion and pollution can show how economics can promote sustainable practices and greener economic growth.

You can examine how globalisation influences trade patterns, international relations and economic development in our interconnected world. Learners' analysis could delve into issues such as protectionism and trade agreements, and the role of foreign finance, investment and aid.

Economic decisions play a crucial role in shaping the outcomes of the future, determining who succeeds and who lags behind. By examining the rise of income equality and poverty across different regions, learners would gain valuable insights into the underlying causes and impacts of these worldwide gaps. They could also consider potential policy approaches to address these issues, paving the way toward a more equitable and prosperous global economy.

The economics of demographic change examines the challenges that population growth brings, delving into the causes and consequences while suggesting policy approaches to support both global majority and global minority countries.

In an increasingly urbanised world, this theme could look at how population growth affects the global economy, and migration between rural and urban areas. You can also examine the role technology plays in creating cities that are smart and sustainable.

Deviance

You can examine behaviours and phenomena that go against traditional norms, with a primary focus on corruption. You can also look at that impact corruption has on economic decisions, and how it distorts markets and affects economic development concerning foreign investment, multinational corporations and foreign aid.

Learners can explore the role extent to which financial institutions and corporations can cause economic crises, influencing development policies. You can help them understand how markets and states interact with these entities, and how this affects global economic relationships.

You should support learners' investigations into market deviance, which should involve studying how multinational corporations handle labour, including modern slavery and sweatshop labour, on a global scale. Learners can analyse and examine how these practices affect our global economy and workforce.

Inequalities

You can examine various issues that explore the causes and impacts of, and potential solutions to, economic disparities. Learners can improve their understanding of the global dimensions of inequality and the role of trade, foreign aid and development policies by considering areas such as global economic inequality and the exploration of economic disparities between countries and regions.

You can examine human capital inequalities and their relationship to education, health and economic opportunities. You can prompt learners to explore how gender discrimination in global majority nations contributes to ongoing economic inequalities.

Globalisation

Globalisation, with its historical roots and ongoing evaluation, is an ideal topic for learners seeking deeper insights. Exploration of different economic theories, such as comparative advantage and international trade, helps learners understand the factors driving globalisation's impact. They can research foreign investment and its implications for host and home nations, and evaluate of the economic relationship between global majority and global minority countries. Learners can study how globalisation affects economic development, looking at factors such as international trade, multinational corporations and the distribution of gains from globalisation. Learners could analyse the economic impact of globalisation on international trade flows, trade agreements, tariffs and non-tariff barriers.

Culture and identity

You could discuss the close link between culture and identity, and how they affect economic behaviours and results. You should highlight the impact of cultural exchange on economies, especially through trade. You could examine the economic consequences of exporting cultural products, services and tourism.

Learners could discover how culture and identity shape international relations and economic diplomacy. You should help them learn about how cultural exchange can affect countries' economic relationships and willingness to cooperate.

Human environments

By studying economic principles and their influence on the environment, learners can develop an understanding of the relationship between human environments and economic activities. They could then explore sustainable solutions that shape our global economy positively, and consider how analysing the interplay between economic decisions and their

impact on the environment can lead to meaningful insights and actions towards a more sustainable world. Topics could include market failure, externalities, pollution and the valuation of natural resources.

Sustainable development and climate change economics are important areas that require balancing economic growth with environmental conservation and social well-being. Learners studying these topics could analyse strategies aimed at achieving sustainable development goals, and explore the role of economic policies in promoting sustainability. You can examine the costs and benefits of mitigation and adaptation strategies, such as, the role played by international institutions in addressing climate change. Learners could discuss the role of these institutions in dealing with climate change and the consequent impact on human environments.

Ethics

This theme looks at the connection between ethics and economic principles. When learners explore this theme, they should look to grasp the moral aspects of economic theories, policies and practices. You should aim to shed light on the ethical challenges brought about by globalisation, international trade and the treatment of workers in global majority countries. Learners should explore fair trade practices, labour standards and the impact economic policies and multinational corporations have on vulnerable economies. In this way, learners can gain a better understanding of the ethical dimensions of economic decisions on the global economy.

You can explore the ethical dimensions of economic activities on the environment and the planet's sustainability. Learners can analyse topics such as climate change, resource depletion and pollution, while considering the ethical responsibilities of international institutions. Learners can think about the moral consequences of economic actions on the well-being of present and future generations.

Origins of behaviour

You can support learners' understanding of economic decision-making and encourage them to find out how co-operation among countries and international institutions shapes economic interactions. Learners should delve into the impact of social norms and conformity analysis on individual economic choices, market behaviour, and overall economic outcomes.

Subject-specific themes

Learners must study two from this list.

Economic development

This theme intersects well with many others and covers a wide range of sub-themes that explore the theories and policies influencing the growth and progress of countries. Providing an overview of economic development, its significance and historical context could help to introduce key concepts, indicators and measures of economic development. Suitable topics for this theme include:

- ◆ human capital and education
- ◆ poverty and inequality
- ◆ sustainable development
- ◆ population and demographic changes
- ◆ international trade
- ◆ foreign investment
- ◆ urbanisation
- ◆ global economic challenges, such as:
 - climate change
 - international economic crises

Using real-world examples of global majority and global minority countries' development strategies makes learning engaging and practical.

International trade

You can help learners research the world of international trade. They could explore basic concepts and theories that form the foundation of global trade. You could talk about comparative advantage, absolute advantage, gains from trade and how economic policies play a crucial role. You could also cover the various trade policies governments use to manage international trade, such as tariffs, quotas and non-tariff barriers. Learners can examine the impact of regional trade agreements, such as those with the European Union, and with international organisations, such as the WTO, to better understand how these agreements shape global trade dynamics.

You should help learners discover how international trade and finance connects countries. They can learn about important topics such as balance of payments, foreign direct investment and capital flows. Understanding the significance of these topics in shaping markets helps learners familiarise themselves with their impact on our global economy.

You can study the role of exchange rates in international trade and the functioning of currency markets to analyse the impact of exchange-rate fluctuations on trade flows and differing economies.

You can explore the impact of international trade on the economic development of countries, both positively and negatively, through economic case histories of different nations. Learners

could analyse the experiences of countries that have achieved substantial economic growth due to trade, and those that have encountered difficulties and obstacles.

International institutions

In this theme, you could explore various aspects of international organisations and their influence on the global economy. You could encourage learners to evaluate the economic relationships between different regions, with a focus on the international monetary system and the role played by institutions such as the International Monetary Fund (IMF) in stabilising currencies and tackling financial crises. In studying these topics, learners can gain insights into the dynamics of a global economy and the mechanisms that contribute to its stability and growth.

You can explore how the WTO supports free trade and resolves trade disputes between member countries. Learners could develop their understanding of the impact of trade liberalisation and protectionism on the global economy.

Learners can examine the significant role of international development organisations, such as the World Bank and the UN, in aiding economic growth and reducing poverty in global majority nations. This would help learners investigate the effectiveness of foreign aid and development assistance to better understand the impacts and possibilities in the field of economic development. Learners could investigate the structure and functions of international institutions, such as the G20 and the UN Conference on Trade and Development (UNCTAD), to help them analyse and/or evaluate these institutions' roles in shaping global economic policies and co-ordinating international economics.

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 time on each of the four themes, and can choose to focus more on some of the themes than on others.

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.

For both outcomes, you should relate the areas under study to specific themes (two from approved course themes and two from subject-specific themes).

Critically evaluate the economic relationship between the global majority and global minority countries, in relation to a theme (outcome 1)

You should introduce learners to the relationships between different countries. You could do this through the lens of trade and economic interdependence.

Learners should critically evaluate the economic relationship between global majority and global minority countries, recognising the inequalities as well as the reciprocal benefits.

Learners can consider how trade and investment bring growth and development but can also lead to challenges. You can discuss how countries need to work together and create fair trade policies to have a more balanced relationship.

Global majority countries often rely on exporting raw materials, agricultural products and low-value manufactured goods to global minority countries, while importing high-value manufactured goods and services in return. This pattern can affect their economic development prospects. The consequent impact on economic growth, inequalities or other indicators can form the basis of a good discussion.

Learners should critically evaluate how economic approaches are shaped by international institutions, theory and interests. You could discuss what theories and policies are dominant and examine alternative approaches. Global majority countries have called for fairer trade policies and reduced trade barriers to global minority markets. Conversely, global minority countries may impose protectionist measures to safeguard their interests, potentially limiting market access and economic growth for global majority countries.

Critically analyse possible impacts of a contemporary economic issue on a global economy, in relation to a theme (outcome 2)

In this outcome you can help learners to explore a contemporary economic issue, understand its causes, consider how governments and international organisations respond to it, and the resulting impacts. You can help them discover how proper economic management, co-operation, resource allocation and policy co-ordination are vital to addressing and mitigating adverse effects on the global economy.

You can examine various examples of contemporary economic issues, such as:

- ◆ population growth and economic development
- ◆ human movement (migration, refugees and undocumented migrants)
- ◆ human capital (education and health) in economic development
- ◆ environmental concerns
- ◆ debt
- ◆ financial crises
- ◆ sustainable recovery
- ◆ foreign finance and direct investment
- ◆ aid issues and opportunities

The themes provide a good lens through which to examine contemporary issues and promote discussion about related areas. You should introduce learners to examples related to a theme and encourage them to research and develop their own examples for analysis. By exploring economic case histories from different countries and researching additional examples, learners can engage in meaningful discussions and develop a deeper understanding of the subject matter.

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.

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 should produce evidence evaluating the relationship between global majority and global minority countries with respect to international trade. They should consider how the relationship is shaped by theory and international institutions, such as the role and functions of the WTO. Learners can consider if this is mutually beneficial or whether it hinders economic development. They should then critically analyse the possible impacts of a contemporary economic issue on the global economy. For this they could produce an explanation of a contemporary economic issue, such as foreign aid and development assistance. Their critical analysis could cover causes of debt accumulation and financial crises, reasons why donors give aid and why countries accept the aid, the impacts of aid on different economic agents and some policy approaches in the role of international institutional assistance.

The assessment could take the form of an open-book essay question or a set of structured questions. Learners must provide a response of approximately 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 an individual blog or website, potentially involving a mixed approach (perhaps a written response of 1,500 words and a 10-minute oral presentation).

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 show evidence of meeting 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 cover outcome 1 in an oral presentation and provide a detailed poster on outcome 2. In this case, the total time across both outcomes and all evidence requirements would be 18 to 22 minutes.

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.

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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.

Information for learners

Economics: Themes from a Global Perspective (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 builds on your knowledge and understanding of different approaches to economic study and economic theory and develops your skills to critically analyse and critically evaluate global economic issues. You learn to see things from a global economic perspective. You can use your knowledge of the UK economy to broaden your understanding of a range of international economic factors.

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

During the unit, you analyse and evaluate economic ideas and challenges from different contexts and apply this information to a selected range of themes.

On completing this unit, you can:

- 1 critically evaluate the economic relationship between global majority and global minority countries, in relation to a theme
- 2 critically analyse possible impacts of a contemporary economic issue on a global economy, in relation to a theme

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

- ◆ international trade
- ◆ the role of international institutions such as the World Trade Organization (WTO), the International Monetary Fund (IMF) and the United Nations (UN)
- ◆ the interdependence between different regions of the global economy

You are assessed using an open-book assessment 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.

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

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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 economic responses to globalisation, trade patterns and economic issues in our global economy.

You will also develop numeracy skills when you study data relating to trade balances, economic development indicators, environmental sustainability, aid and foreign direct investment.

The unit introduces you to Learning for Sustainability ideas, with links made to the [UN Sustainable Development Goals](#), which are particularly relevant to economic growth and development.

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

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: EB

History of changes

Version	Description of change	Date
2.0	<ul style="list-style-type: none">◆ Removed reference to the requirement to use holistic assessment in 'Evidence requirements', and in 'Information for learners'.◆ 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.	May 2024

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