



Arrangements for:
**National Certificate in Employability
and Citizenship**
at SCQF level 3

Group Award Code: GD1M 43

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
06	Revision of unit: J581 43 -Virtual Work Placement added to framework as an alternative to HF88 43 Work Placement.	06/07/2021
05	Revision of Unit: D36H 09 Work Experience <i>has been revised by</i> HF88 43 Work Placement <i>and will finish on</i> 31/07/2017.	22/07/2016
04	Revision of Unit: F37Y09 Personal Development: Practical Abilities <i>has been revised by</i> H18W 43 Personal Development: Practical Abilities and will finish on 31/07/2016. F37W 09 Personal Development: Self in Society <i>has been revised by</i> H18N 43 Personal Development: Self in Community <i>and will finish on</i> 31/07/2016. F37X 09 Personal Development: Self and Work <i>has been revised by</i> H18P 43 Personal Development: Self and Work <i>and will finish on</i> 31/07/2016.	14/05/2014
03	Updating Unit and Course information on page 19	17/02/2014
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1 Introduction

This is the Arrangements Document for the National Certificate in Employability and Citizenship at SCQF level 3, which was validated in June 2011. This document includes: background information on the development of the National Certificate, its aims, guidance on access, details of the National Certificate structure, and guidance on delivery.

The primary focus of this National Certificate is to help students actively pursue the goal of achieving employment by providing the learner with the necessary skills.

National Certificates are primarily aimed at 16–18 year olds and adults in full-time education, normally at a Further Education (FE) college. They prepare candidates for employment or further study, by developing a range of knowledge and skills.

The design of the National Certificate in Employability and Citizenship at SCQF level 3 will enable course programmes to be structured and delivered in an integrated format to allow the learner the opportunity to gain 4 other SQA qualifications:-

- ◆ NPA in Digital Literacy at SCQF level 3 (Access 3)
- ◆ Employability Award (Access 3)
- ◆ Personal Development (Access 3)
- ◆ Steps to Work Award at SCQF Level 3 (Access 3)

Figure 1, below illustrates the relationship of these qualifications under the one umbrella of the National Certificate in Employability and Citizenship at SCQF level 3. Appendix 1 provides more detail of the integration of these qualifications.



Figure 1: Integration of Other Awards

This National Certificate is designed to embrace the recent developments in the *Curriculum for Excellence* initiative and provides a platform to build upon the skills and experience in school and progress this development within college provision.

This National Certificate will be particularly appropriate for delivery within centres delivering employability and citizenship programmes, particularly for those learners who are taking part in the Enable Transitions to Employment partnership. However this National Certificate would also benefit a broad range of learners across the FE sector who wish to progress to employment, and consequently enhance their capacity for active citizenship. Appendix 2 provides guidance on suggested progression routes to other SQA awards.

This award could also address the needs of candidates who are undertaking Department of Work and Pensions employability programmes.

2 Rationale for the development of the Group Awards

The benefit of having confident prospective employees who have achieved recognised and certificated qualifications with employability and citizenship skills was the key theme from the stakeholder consultation conducted, and provided the main reason for the development of this National Certificate.

This National Certificate National Certificate in Employability and Citizenship at SCQF level 3 is derived from a number of Scottish Government initiatives designed to enhance the development of employability skills in Scotland and with a focus on the achievements of learners, by linking three specific aspects of the learners' development: personal development, employability and digital literacy.

Firstly **personal development**: the importance of the need to educate the whole person is recognised by Scottish education sector. This is crucial in providing the skills and knowledge to participate fully in society and potentially lead rich and rewarding lives. *Personal Development (Access 3)* element of the *Employability and Citizenship* National Certificate seeks to develop candidates' potential as employable, contributing members of society through the development of life skills related to task management, social interaction, and self evaluation. The course also provides opportunities for candidates to demonstrate the ability to manage information, be effective communicators and deliver a product or a service in the capacity of an employee or an active practitioner within a community service setting.

Through the development of these skills and abilities candidates can become reflective learners and contribute towards helping them to develop and build self-confidence as well as self-esteem. This will also complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations, as paid or unpaid employee.

Secondly, **employability** is one of the key areas identified to improve the skills of those individuals without employment. This can be noted in the document: Skills for Scotland with the quote 'We need to improve employability skills for those without jobs'.

For many, employability is much about the ability to continue in employment rather than enabling the person to gain the skills to obtain employment, and increase their capability to contribute to society. Generic employability skills

enable the individual to prepare for a range of different employment options rather than a single specific occupation.

The Supported Employment Framework clearly maps out three distinct stages: engagement, vocational profiling and job support/aftercare, appendix 3 maps the National Certificate against these 3 stages and identifies transferable employability skills that can be gained within each component of the NC.

In the Ministerial Foreword for *Skills for Scotland: A Lifelong Learning Strategy* (Scottish Government September 2007), the cabinet secretary for Education and Lifelong Learning stated, 'We need successful learners, confident individuals, responsible citizens and effective contributors to build a smarter Scotland'. The Scottish Government also stated that 'We need individuals to take more ownership for their own development and a system that identifies people who need extra support and ensures that support is there'. A statement within the strategy document reinforces the issue by highlighting that, 'to achieve our vision for skills it is not enough just to provide high quality training and learning to stimulate jobs growth, we must also encourage and support individuals to access learning and employment.'

This National Certificate also responds to the Scottish Executive Report: *A Curriculum for Excellence (2004)* which called for 'more skills-for-work options for young people, robustly assessed, to help them progress into further qualifications and work'. It also embraces the four capacities of Curriculum for Excellence, with specific reference to the individual capacity relating to responsible citizens, through:-

- ◆ learning through self development and working with others
- ◆ accepting responsibility on both a personal and task related basis
- ◆ contributing and sharing values within society

SQA have developed a wide range of 'Skills for Work' courses. These contain aspects of employability but they are set in the context of specific work environments and do not cover employability in the more general sense defined above. This new integrated National Certificate recognises the importance of experience in the work place through its mandatory placement.

Finally, **digital literacy**: the Units in this National Progression Award, are designed to provide an entry-level qualification to enable candidates to further develop a range of Core Skills combined with basic skills in digital technology. It is envisaged that candidates will be able to progress to more in-depth skills and interests, which may encourage candidates to undertake further studies in related areas such as PC Passport or the National Certificate in Digital Media Computing SCQF level 4. Success in Core Skill might lead to further study or opportunities through Skills for Work programmes or Modern Apprenticeships.

The Units combine the softer skills of Communication, Problem Solving, Numeracy and Information and Communication Technology (within the context and use of digital technology). This allows candidates to relate these soft skills, to electronic equipment they may use every day. It will help build confidence in the use of digital technology whilst improving the softer skills.

This National Certificate is not designed to support post college development. The skills, knowledge and confidence developed by the learner within this National Certificate will facilitate entry to/or maintenance of employment.

It is recognised that colleges do not have the resources to provide long-term aftercare or support for students leaving college and so there is a need for employability courses within FE to be contiguous with external providers who can offer this support. In addition, this qualification will support students in the first two stages of this framework so they can enter successfully into employment, whether open or with a supported employment provider.

3 Aims of the Group Awards

This National Certificate is designed to prepare candidates to enter the world of work with improved skills in digital literacy and enhanced personal development. It aims to enable individuals to be successful in making, and sustaining, the transition from non-work environments into employment. As a result, they will be better equipped to channel their aspirations for work in open and actual employment. In addition, this National Certificate is designed to specifically contribute to the development of the four purposes of the *Curriculum for Excellence*: successful learners, confident individuals, responsible citizens and effective contributors.

It supports progression into further study and experience a range of digital tools and techniques in areas such as PC Passport or NC Digital Media Computing.

3.1 Principal aims of the Group Awards

This National Certificate focuses on the development of three key skills sets: personal development, employability and digital literacy linked to Core Skills. It will provide a springboard into employment as well as a structure to enable individuals to successfully increase their opportunities in employment.

This National Certificate, and its component parts, each enable participants; individuals; learners to:

- 1 develop appropriate job seeking skills which will enable access to employment
- 2 understand the demands and challenges of the workplace
- 3 recognise differences between the workplace and other contexts with which they may be familiar
- 4 understand what is involved in being an employee
- 5 understand what skills they need to enter sustained employment
- 6 identify and take advantage of suitable employment opportunities
- 7 develop an appreciation of digital technology, whilst developing Core Skills
- 8 develop skills using various digital tools, software and communication methods
- 9 develop Core Skills in the context of digital technology

- 10 relate Core Skills and Digital Technology skills to the expectations of potential employers
- 11 combine Core Skills in Communication, Problem Solving, Numeracy and ICT with digital technology to potentially gain employment
- 12 acquire task management skills such as planning, organising, staying on task and following instructions
- 13 further develop interpersonal skills working in a group, paying attention to others and accepting authority
- 14 improve their self awareness, self reliance, self esteem and self confidence self evaluation skills, including reviewing, and target setting
- 15 deliver an output, ie a product or service which is fit for purpose

The National Certificate in Employability and Citizenship at SCQF level 3, meets the principal aims through the successful completion of 9 mandatory Units (see table 1 below which references aims 1 to 15):-

Table 1: Aims reference against Units

Unit Title:	Unit Code	Credit Value	Reference to Principal Aims
Digital Communication Methods	F1KY 09	1	7,8,9,10,11,12,13,14
Digital Numeracy	F1L1 09	1	7,8,9,10,11,12,13,14
Digital Computing	F1L2 09	1	7,8,9,10,11,12,13,14
Prepare for Employment First Steps	F786 09	0.25	1,2,3,4,5,6
Building own Employability Skills	F787 09	0.5	1,2,3,4,5,6,14,15
Responsibilities of Employment	F788 09	0.25	1,2,3,4,5,6,14,15
OR			
Dealing with work situations	F789 09	0.25	1,2,3,4,5,6,15
Personal Development: Practical Abilities	F37Y 09	1	1,2,3,4,5,6,9,13,14,15
Personal Development: Self and Work	F37X 09	1	1,2,3,4,5,6,13,14,15
Personal Development: Self in Society	F37W 09	1	1,3,13,14,15
Personal Development: Self-Awareness	F2FV 09	1	1,3,4,5,6,13,14,15
Work Experience	D36H 09	1	1,2,3,4,5,6,13,14,15

3.2 General aims of the Group Awards

The development of the range of Core, employment and personal development skills incorporated into the qualification will also facilitate increased levels of community engagement, self-confidence, effective citizenship and the ability to form and achieve personal goals.

3.3 Target groups

This National Certificate in Employability and Citizenship at SCQF level 3 is intended for school leavers and adult returners.

The National Certificate in Employability and Citizenship at SCQF level 3 can be delivered by full-time, day-release or other part-time modes of delivery (eg block-release, evening class, etc).

3.4 Employment opportunities

Within the stakeholders consultation process and other related documentation employers have predicted that “this would also improve progression opportunities for learners with additional support needs to mainstream courses and/or employment” and would “offer increased confidence and knowledge in finding and keeping a job”.

Strategic alignment to Scottish Government economic strategy

In 2010, the Scottish Government prepared ‘A Working Life for All Disabled People’, a framework for supported employment in Scotland. This describes the best practice required to successfully support disabled people into employment.

These 5 stages are:

- ◆ **Engagement with supported employment services** - helping disabled people most distanced from the labour market to make informed choices on their own future.
- ◆ **Vocational profiling** - identifying skills and preferences for work, giving work experiences that will help the individual make their own vocational choices.
- ◆ **Job finding** - identifying the preferred job through employer engagement, also providing support to the employer.
- ◆ **Employer engagement** – finding out about the workplace environment, co-workers and the ‘supports’ a person might need.
- ◆ **On/off the job support and aftercare**, providing help, information and backup to the employee and their employer, developing independence through natural supports in the workplace and addressing career progression in due course.

This National Certificate in Citizenship and Employability will meet several stages of the supported employment framework mapped in appendix 1, thus allowing people with learning disabilities to be more successful when leaving college with the skills, knowledge and confidence to enable them to enter employment. Additionally, this qualification will allow students to develop those transferable employability skills delivered as standard across Scottish supported employment services.

4 Access to Group Awards

4.1 Access requirements

No specific prior learning is required to embark on this National Certificate, and entry is at the discretion of the centre. The National Certificate in Employability and Citizenship should encourage a range of entrants regardless of age, gender, background and race. The flexibility of this award should enable it to be delivered in ways which suit the individual learner's needs.

This National Certificate should foster a positive attitude towards Employability and Citizenship and encourage further study and lifelong learning.

4.2 Core Skills entry profile

There are no pre-set formal entry requirements for course. However, it is expected that learners will demonstrate the potential to acquire or use the necessary level of Core Skills to carry out the course work.

- ◆ Communication SCQF level 2
- ◆ Numeracy SCQF level 2
- ◆ Information and Communication Technology SCQF level 2
- ◆ Problem Solving SCQF level 2
- ◆ Working with Others SCQF level 2

4.3 Alternative access arrangements

The presenting centre may operate alternative access arrangements in cases where the candidate has the required competences in a given area. These arrangements are as follows:

- ◆ assessment on demand
- ◆ credit transfer
- ◆ accreditation of prior learning

5 Group Awards structure

The individual Units and Group Awards embedded within the National Certificate in Employability and Citizenship structure are taken from the existing SQA catalogue. Centres should note that if they require each embedded Group Award to have certification in its own right then a separate entry will need to be made for each Group Award. If required, centres should seek advice from SQA on the entry process.

5.1 Framework

NC Employability and Citizenship - SCQF Level 3

SCQF level 3 — 9 credits (54 SCQF points)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value	Group Award Codes	
Mandatory Candidates must complete all the mandatory Units						
Digital Communication Methods	F1KY 09	6	3	1	NPA Digital Literacy G8HE 43	Steps to Work Award G9P0 43
Digital Numeracy	F1L1 09	6	3	1		
Digital Computing	F1L2 09	6	3	1		
Prepare for Employment First Steps	F786 09	1.5	3	0.25	Employability Award GD92 43	
Building own Employability Skills	F787 09	3	3	0.5		
Responsibilities of Employment OR Dealing with work situations	F788 09 OR F789 09	1.5	3	0.25		
*Personal Development: Practical Abilities	H18W 43	6	3	1	Personal Development Award GF2J 43	
*Personal Development: Self and Work	H18P 43	6	3	1		
*Personal Development: Self in Community	H18N 43	6	3	1		
Personal Development: Self-Awareness	F2FV 09	6	3	1		
*Work Placement Or *Virtual Work Placement	HF88 43 J581 43	6 6	3 3	40 40		
	Total -	54		9		

*Refer to history of changes for revision details

5.2 Mapping information

The Supported Employment Framework clearly maps three distinct stages engagement, vocational profiling and job support/aftercare, appendix 3 maps the National Certificate against these three stages and identifies transferable employability skills that can be gained within each component of the National Certificate.

5.3 Mapping of new and revised Units to SCQF level descriptors

All Units in this National Certificate are mapped in Table 2 below to demonstrate that their level is commensurate with the identified level of the SCQF, ie level 3.

Table 2: SCQF Level 3 descriptor mapped against Units

	SCQF Level 3 Descriptions	Digital Communication Methods	Digital Numeracy	Digital Computing	Prepare for Employment 1st Steps	Building own Employability Skills	Responsibilities of Employment	Dealing with work situations	Personal Development: Practical Abilities	Personal Development: Self and Work	Personal Development: Self in Society	Personal Development: Self-Awareness	Work Experience
Knowledge and Understanding	Demonstrate and/or work with:	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	<ul style="list-style-type: none"> Basic Knowledge in a subject/discipline Simple facts and ideas about and associated with a subject/discipline 	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Practice: applied knowledge and understanding	Relate ideas and knowledge to personal/everyday contexts with some prompting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use a few basic/routine skills to undertake familiar and routine tasks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Complete pre-planned tasks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use basic tools and materials safely and effectively with guidance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Generic cognitive skills	Identify a process to deal with a situation or issue with some prompting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Operate in a familiar context, using given criteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Take account of some identified consequences of action	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication, ICT and numeracy skills	Use a basic skills, for example:	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
	<ul style="list-style-type: none"> Produce and respond to simple written and oral communication in familiar/routine contexts Carry out basic tasks to process data and access information Use simple and familiar numerical and graphical data in straightforward and known contexts 	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Autonomy, accountability and working with others	Work alone or with others on routine/familiar tasks under frequent and/or directive supervision	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Participate in the setting of goals, timelines, etc.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Participate in the review of completed work and the identification of ways of improving practices and processes	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Identify own strengths and weaknesses relative to the work, given simple criteria	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

5.4. Opportunities to achieve Core Skills

Opportunities to develop aspects of the Core Skills within this National Certificate at SCQF level 3 are identified in the table in appendix 4. Progress in development will be dependent on the delivery centre resources and the approaches taken to learning and teaching and the level of abilities/engagement of the individuals. Development of Core Skills will take place through learning and teaching activities and through practical activities planned, designed and evaluated by candidates.

Table 3: Recommended Core Skills entry/exit profile

Core Skill	Recommended entry level (SCQF level)	Expected exit level (SCQF level)
Communication	2	3
Information & Communication Technology	2	3
Numeracy	2	3
Problem Solving	2	3
Working with Others	2	3

The delivery of NC in Employability and Citizenship at SCQF level 3 lends itself to bite size chunks, ie NPA Digital Literacy, Employability Award and Personal Development course can be undertaken at various times, whilst undertaking a work placement for a set period of time. There could be the opportunity for The NPA Digital Literacy G8HE43 to be combined with the other Units in the NC Employability and Citizenship at SCQF level 3 to give a balanced overview and introduction to digital Core Skills tools, software and communication methods. Through the Personal Development course (C250 09) there could also be the opportunity to develop aspects of *Core Skills, Problem Solving* and *Working with Others*. The NPA in Digital Literacy can be used to assist as a vehicle to the delivery of the Steps to Work Award.

NPA Digital Literacy

The aim of this NPA was to include Core Skills within each Unit but to ensure the theme running through the Units was clearly linked to digital technology and did not focus on the Core Skill, but on the purpose of introducing candidates to digital tools, software and techniques. Tables 4a and 4b identify the Core Skills that are embedded within these Units:

Table 4a: NPA Digital Literacy – Core Skills Mapping

Unit title	Core Skill	Embedded/Signposted
Digital Computing	<i>Information Technology</i>	Embedded
	<i>Problem Solving</i>	Embedded
Digital Numeracy	<i>Numeracy</i>	Embedded
Digital Communication Methods	<i>Communication</i>	Embedded
	<i>Working with Others</i>	Signposted

Table 4b: NPA Digital Literacy — Core Skills Mapping

Unit title	Core Skill	SCQF skill	Level 3
Digital Computing	Information Technology	Use a computer system	Perform basic operations using a computer system
		Use IT software	Perform simple processes using a range of application packages
		Carry out searches	Extract and present information from an electronic source
	Problem Solving	Nature of problem	Simple problem solving activity
		Critical Thinking	Analyse a simple situation or issue
		Planning and Organising	Plan, organise and carry out a straightforward task
	Reviewing and Evaluating	Review and evaluate a simple problem solving activity	
Digital Numeracy	Numeracy	Use graphical information	Read and use a simple scale Extract simple graphical Information Communicate simple graphical information
		Apply numerical skills	Apply a range of basic numerical skills in everyday contexts
Digital Communication Methods	Communication	Reading	Respond to simple written communication
		Writing	Produce simple written communication
		Talking and listening	Produce and respond to simple oral communication
	Working with Others	Plan	Plan a simple task in cooperation with others
		Do	Carry out a simple task in co-operation with others
	Review	Review and evaluate own effectiveness to the cooperative task	

Steps to Work Award

There may be opportunities for certification or development of Core Skills in the Steps to Work Award; however this could depend on the Unit options selected. You should refer to individual Unit specifications and the arrangement document for information regarding Core Skills.

5.5 Articulation, professional recognition and credit transfer

This National Certificate would benefit a broad range of learners across FE who wish to progress to employment, and consequently enhance their capacity for active citizenship, and may encourage candidates to undertake further studies in related areas such as PC Passport or the National Certificate in Digital Media Computing SCQF level 4.

Appendix 2 provides guidance on suggested progression routes to other SQA awards.

6 Approaches to delivery and assessment

The NC in Employability and Citizenship is being designed to bring together a range of qualifications which already exist and which focus on employability and personal development. The way in which the NPA in Digital Literacy will be delivered will allow learners to generate evidence towards a number of those Units being undertaken as part of the National Certificate. Candidates will also be required to undertake a mandatory work placement. The National Certificate can be delivered to ensure that it will enable learners:-

- ◆ to build towards the National Certificate, in small steps, on a part time basis, or
- ◆ to undertake the National Certificate as a one year full time programme.

Content and context

The delivery of the National Certificate could encourage learners to take a holistic approach to assessment. The learner should be encouraged to apply the skills learnt in a variety of contexts. The National Certificate has been designed to include existing products, the Employability Award, the NPA in Digital Literacy, the Personal Development course and the Steps To Work Award. This could provide a coherent, relevant and nationally recognised National Certificate which could meet the needs of learners working at SCQF level 3 who wish to enter the world of work.

Delivery and assessment

The flexible structure of the NC in Employability and Citizenship lends itself to a variety of delivery approaches and opportunities. For example parts of the National Certificate may be delivered on a part-time stand-alone basis, full time, or embedded within a broader programme of study. The National Certificate could be capable of capturing achievement in small chunks of learning. Appendix 5 provides a suggested approach of integrating the delivery and assessment for this National Certificate.

There are a number of ways in which this National Certificate could be delivered, and sequence of delivery could depend on a number of factors:

- ◆ the individual learner, including prior learning
- ◆ requirements for employment
- ◆ required criteria laid down by other bodies for student progression
- ◆ duration of the programme of study
- ◆ resources/ timetabling

This National Certificate could be delivered in secondary schools, colleges or as a school/college partnership.

An example of how teaching and learning could be delivered in a way which integrates the delivery of Digital Literacy across the learning and teaching for the remaining Units:-

Word processing a CV would create evidence towards the Employability, Personnel Development and Steps to Work award.

The delivery of the NC could allow for a variety of teaching and learning approaches

- ◆ tutor or teacher led working with groups or individuals
- ◆ internet research
- ◆ work placement visits
- ◆ visiting speakers
- ◆ practical activities
- ◆ simulation/ role play
- ◆ learner presentations
- ◆ peer support
- ◆ e-assessment which is supported by ICT such as e-portfolios and checklists
- ◆ projects
- ◆ group work

These methods are indicative and are neither mandatory nor exhaustive.

Partnership working in delivery and assessment

The establishment of links with partner organisations could be necessary to the delivery of this award. The candidates could be required to take part in a mandatory work placement, and therefore the delivery must include representatives from a variety of work related organisations. For example Careers Scotland or Job Centre Plus and volunteering organisations should be invited to talk about the job market and the possibility of involvement in paid and unpaid job opportunities. There may be scope for visiting speakers from industry to be invited into the centre to speak to candidates about their work experience. There may also be the opportunity to establish links with other voluntary organisations such as Enable Scotland who may work closely with individual candidates to establish work profiles, and find work placements.

In relation to work experience placements partnership working could be essential if candidates are to gain work placements. Such relationships

could be essential to this course and once established should be maintained through good communication between the centre and partners.

Modes of delivery

The assessment strategy of the NC in Employability and Citizenship aims for an integrated approach to assessment with contextualised learning. Due to the flexibility in design of the NC in Employability and Citizenship, there are a great many variations in approaches to the delivery. The most effective delivery would see selected Units being delivered as a cohesive, integrated package as opposed to the Unit by Unit approach.

There is scope to create a project-based course with candidates achieving the majority of the required Units as they complete the project.

Each individual Unit specification gives detailed information on the Evidence Requirements and approaches to assessment, and provides suggestions on approaches to delivery. This could assist with standardisation both in and across centres.

The addition of a mandatory Unit Work Experience D36H 09 could require all learners to take part in a work experience.

Assessment

For all Units it is recommended that, wherever possible, Outcomes are covered by integrating assessment methods. Alternatively, each Outcome can be assessed separately or in any combination of the Outcomes. Where candidates are undertaking the full National Certificate in Employability and Citizenship an holistic approach to assessment is recommended, where assessment is integrated across Units where possible. Such evidence may be comprised of folio based work, although tutors could be expected to identify the specific evidence for each Unit. The assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual. Where appropriate, this evidence should be supported by performance and product evidence and be supplemented by observation checklists and/or oral questions and answers. Learners may also provide evidence through audio recordings, video diaries blogs or other electronic means.

Table 5 below summarises the nature of the assessment evidence required for each Unit:-

Unit			Type of evidence		
Code	Title	Credit Value	Written/recorded/oral	Product evidence	Performance evidence
F786 09	Preparing for Employment: First Steps	0.25	✓	(✓)	(✓) eg letters
F787 09	Building Own Employability Skills	0.5	✓ eg interview prep	✓ eg CV	✓ eg role play
F788 09	Responsibilities of employment	0.25	✓ knowledge summary	(✓) eg employee handbook	(✓) eg visit checklist
OR F789 09	OR Dealing with Work Situations	0.25	✓ knowledge summary	(✓) eg employee handbook	(✓) eg visit checklist
F1L2 09	Digital Computing	1	✓	(✓)	✓
F1L1 09	Digital Numeracy	1	✓	(✓)	✓
F1KY 09	Digital Communication Methods	1	✓	✓	✓
F37W 09	Personal Development: Self in society	1	✓ (Folio)	(✓) (eg blog/photo)	✓ (checklist)
F37X 09	Personal Development: Self and Work	1	✓ (Folio)	(✓) (eg blog/photo)	✓ (checklist)
F37Y 09	Personal Development: Practical Abilities	1	✓ (Folio)	✓ (checklist)	(✓)
F2FV 09	Personal Development: Self-Awareness	1			
D36H 09	Work Experience	1	✓ (Folio summary of arrangement participation)	✓ (eg blog/photo)	✓ (Work experience diary)

- ✓ Compulsory
- (✓) Supporting evidence, where appropriate

Table 5: Suggested assessment methods

All of the Units with the exception of Work Experience D36H 09 have Assessment Support Packs (ASPs) which provide sample assessment material including an instrument of assessment. Centres wishing to develop their own assessment should refer to the ASPs to ensure a comparable standard.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

This National Certificate is a recognised National Certificate in Citizenship & Employability. It is designed to help you into employment, further learning and/or other training opportunities within your community. Successful completion of all the Units and activities will result in you building on your experiences, develop your skills and increase your confidence within your community and the workplace. This National Certificate could allow you explore and develop skills such as;

- ◆ preparing for employment — first steps
- ◆ build on own employability skills
- ◆ responsibilities of employment
- ◆ self and work — investigating the workplace
- ◆ enterprise activity
- ◆ digital communication methods, numeracy and computing
- ◆ personal development self in work, society and practical abilities

You could be expected to commit to a work placement for a set period of time. In this time you could learn invaluable skills and have a real experience of the working environment and a true introduction to the world of work. As part of this award you could be given the option to choose a Unit to complete your National Certificate.

This National Certificate is aimed at students working at access 3 who are keen to explore the world of work and make the transition into employment. This National Certificate is designed to be flexible, and could be delivered at a pace which suits you.

Progression pathways

The National Certificate provides both a clear route towards a broad range of employment opportunities, both in terms of the scope of work and degree of support possible. The inclusion of a mandatory work experience Unit could be of real practical benefit to the learner who seeks to enter the world of work.

In addition, progression to higher level course work may be possible according to the aims and abilities of individual learners.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Integration with other Qualifications

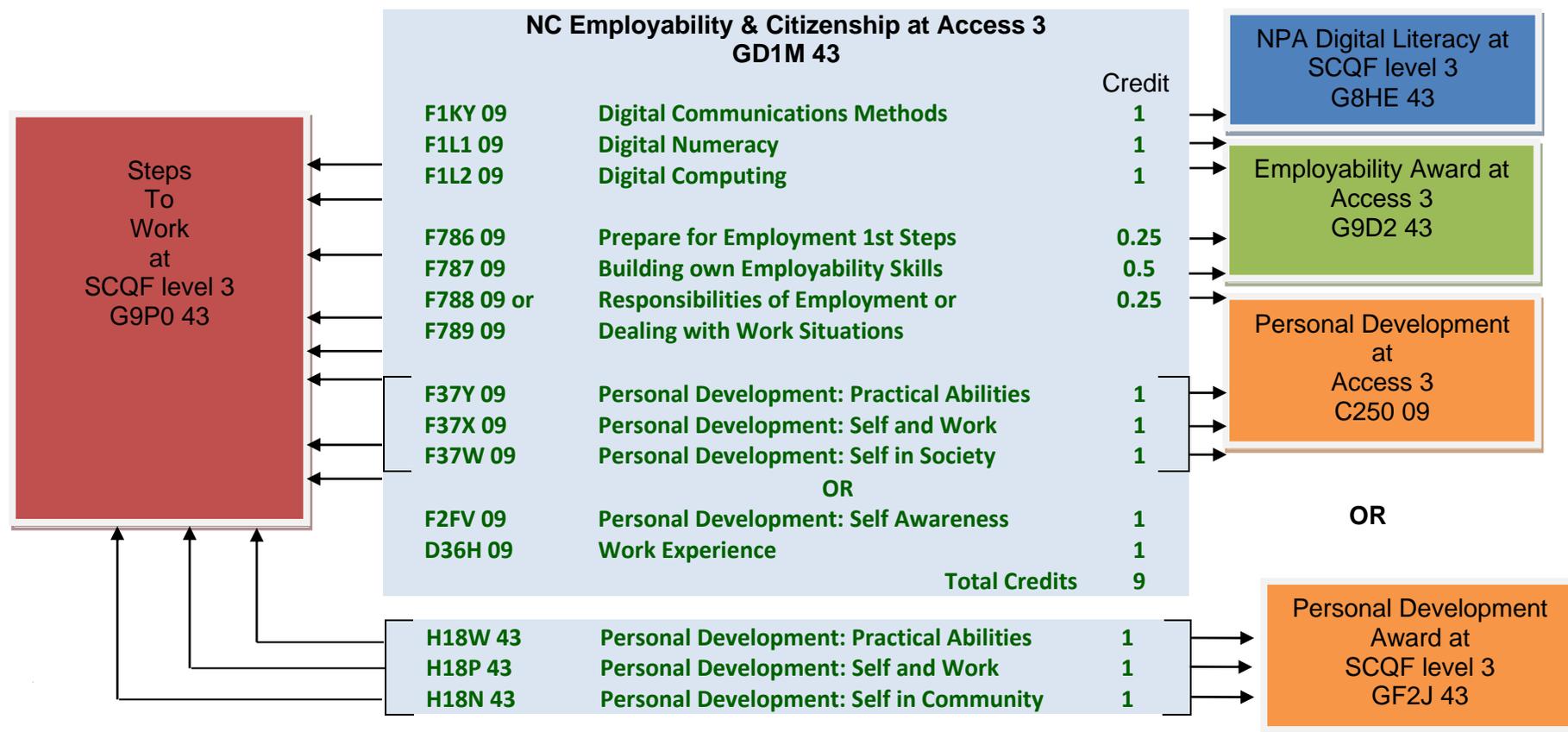
Appendix 2: Progression Routes

Appendix 3: Mapping of Scottish Employment Framework

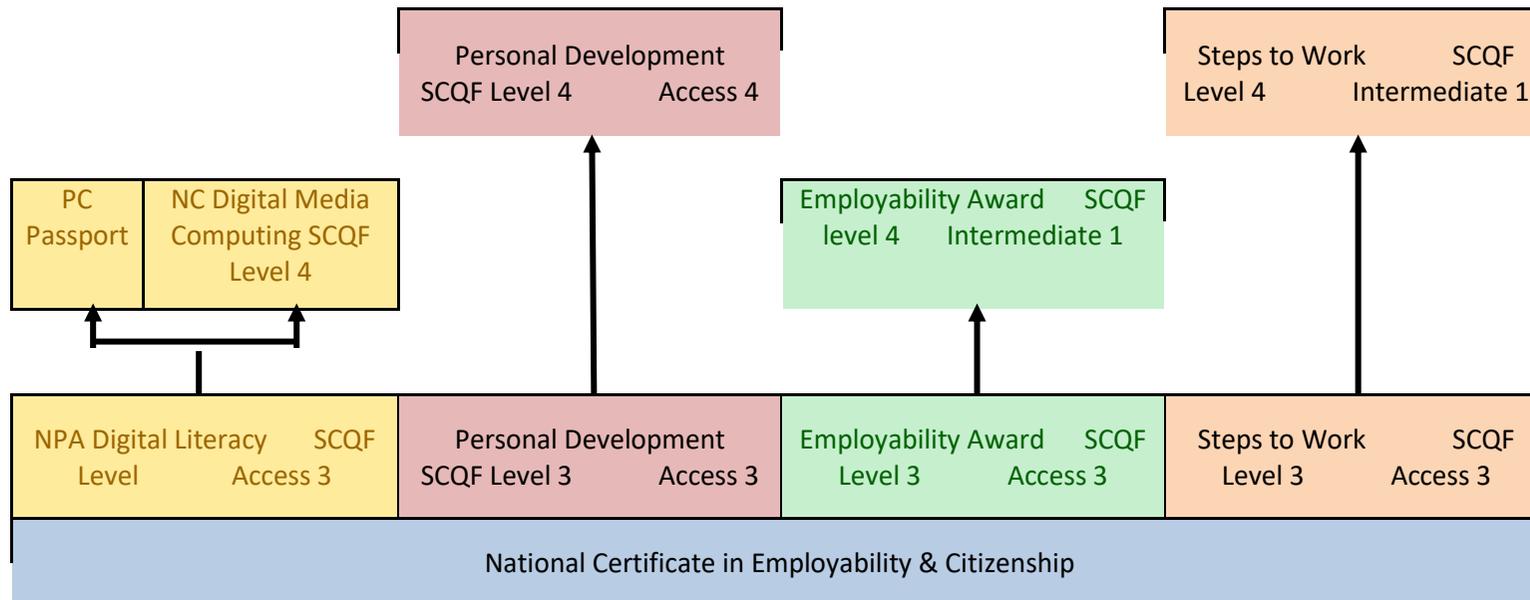
Appendix 4: Core Skills mapping

Appendix 5: Integrated delivery and assessment

Appendix 1: Mapping of Integration of Other Qualifications



Appendix 2: Progression routes



Appendix 3: Mapping the NC provision against the Supported Employment Framework

SE FRAMEWORK STAGE	TRANSFERABLE EMPLOYABILITY SKILLS	NC PROVISION
Engagement: Helping disabled people most distanced from the labour market to make informed choices on their own future	A focus on reducing dependency on welfare benefits with a strong commitment to 16+ hours per week as the employment Outcome is desirable. Voluntary work or unpaid work as an Outcome on its own is not the objective of Supported Employment programme	NPA Employability Award: Preparing for Employment Unit
	Understanding the different methods that job searching can be undertaken and being able to apply for positions, create a CV and cover letter.	NPA Digital Literacy
	Advice on welfare benefits and financial capability arrangements for income maximisation and in-work calculations must be an integral part of Supported Employment provision.	Recommended practice - external engagement with local authority and third sector providers
Vocational profiling: Identifying skills and preferences for work, giving work experiences that could help the individual make their own vocational choices	Recognising individual skills and qualities and how those are transferable to employment. Identifying work goals and ambitions that fit with those skills and qualities.	NPA Employability Award: Preparing for Employment Unit NPA Employability Award: Building Own Employability Skills Unit
	Identifying interpersonal and work skills for development to meet identified work goals and ambitions.	Personal Development Award: Self & Work Unit. Personal Development Award: Self in Society Unit. Personal Development Award: Practical Abilities Unit
	Recognising the importance of being punctual and attending work. Identifying the need to plan to get to work on time and the process for absence/lateness.	NPA Employability Award: Responsibilities of Employment Unit
	Recognising the importance of personal appearance and hygiene. Thinking about uniforms and how employers expect the people that work for them to look and behave.	NPA Employability Award: Preparing for Employment Unit
	Understand the importance of health, safety and fire standards in the workplace. Be aware of the main causes and effects of poor health and safety at work. Understand how health and safety information is communicated in the workplace.	NPA Employability Award: Preparing for Employment Unit

	Recognising how employers expect people to behave at work, what they expect of employees, and how you can expect them to treat you. Realising what might happen to staff if they do not do what employers expect.	NPA Employability Award: Dealing with Work Situations Unit
	Recognising good customer service skills. Realising the value employers place on interpersonal skills and the ability to apply them to customers.	NPA Employability Award: Preparing for Employment Unit
	A sustained period of work placement in a realistic work environment, in line with the work goals and ambitions identified.	Steps To Work: Work Experience Unit
Job support/aftercare: Providing help, information and backup to the employee and their employer, developing independence through natural supports in the workplace and addressing career progression in due course	Individual job support from skilled workers. Engagement with the work experience provider to provide detailed feedback, identifying needs for development and applying learning.	Recommended practice - effective time management for teaching staff to provide meaningful work experience opportunities and support for them
	Effective positioning of Supported Employment programmes externally and the recognition and resourcing of Community Planning Partners to ensure viable options for those leaving the programme ready for work.	Recommended practice - external engagement with local authority and third sector providers

Appendix 4: Core Skills mapping against all Units

		Communications		ICT		Numeracy		Problem Solving			Working with Others	
Unit code	Unit name	Oral	Written	Accessing Info.	Processes Info	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	WCWO	RCC
Mandatory Units:		<i>For each Core Skill component, enter whether the component is signposted (S) or embedded (E) and at what level</i>										
F1KY 09	Digital Communication Methods	E	E								S	S
F1L1 09	Digital Numeracy					E	E					
F1L2 09	Digital Computing			E	E			E	E	E		
F786 09	Prepare for Employment 1 st Steps	S	S					S	S	S		
F787 09	Building own Employability Skills							S	S	S		
F788 09 OR F789 09	Responsibilities of Employment OR Dealing with work situations	S						S	S	S	S	S
F37Y 09	Personal Development: Practical Abilities											
F37X 09	Personal Development: Self and Work							E	E	E		
F37W 09	Personal Development: Self in Society										E	E
F2FV 09	Personal Development: Self-Awareness											
D36H 09	Work Experience							E	E	E	E	E

Appendix 5: Integration in delivery and assessment mapping

Integration of Delivery and Assessment		
Unit title	Integrated delivery with:	
NPA Digital Literacy G8HE 43		Context for delivery and assessment
Digital Computing: FIL2 09 (1 credit) Outcome 1 Operate a computing device with limited assistance Outcome 2 Use productivity software on a computing device with limited assistance	Digital Numeracy: FIL1 09 (1 credit) Outcome 2 Extract and communicate simple graphical information using digital software	These elements could be offered in the early stages of the Core Skills section of the course, enabling subsequent integration with personal development, employment and work experience.
Digital Numeracy: FIL1 09 (1 credit) Outcome 3 Apply a range of basic numerical skills in an everyday digital context	Work Experience: D36H 09 (1 Credit) Outcome 4 Identify the contribution of knowledge and skills gained through work experience in relation to personal, social and vocational goals.	Initial application and skill development/consolidation in preliminary digital numeracy/literacy work. Later application in work experience placement and associated report.
Digital Communication Methods: FIKY 09 (1Credit) Outcome 1 Investigate a digital communication method	Digital Computing: FIL1 09 (1 Credit) Outcome 2 Use productivity software on a computing device with limited assistance	Work experience placement Liaise with employment development worker and college staff using college intranet

Unit title	Integrated delivery with:	
Employability Award G9D2		Context for delivery and assessment
Preparing for Employment F786 09 (0.25 credit) Task 1 (Review your own past and present experience), Task 2 (Draw conclusions on how your own past and present experience can help you enter the world of work), Task 3 (Find out about yourself and the world of work)	Building Own Employability Skills: F787 09 (0.5 Credit) Task 1: Find out about employment opportunities that may be suitable for you.	Early stages of course work and initial liaison with course and subject tutor in addition to specialist employment staff.
Building Own Employability Skills: F787 09 (0.5 Credit) Task 2 Practice the skills you could need to use to apply for a job	Preparing for Employment: F786 09 (0.25 Credit) Task 1 (Review your own past and present experience), Task 2 (Draw conclusions on how your own past and present experience can help you enter the world of work), Task 3 (Find out about yourself and the world of work)	Initial personal development work and consultation with course tutor/employment development worker
Responsibilities of Employment: F788 09 (0.25 Credit) Task 1 (Identify how employers could expect you to behave at work and how they should treat you), Task 2 (Identify what might happen to you if you do not act in the way an employer expects)	Preparing for Employment: F786 09 (0.25 Credit) Task 3 (find out about yourself and the world of work)	Initial stages of delivery of integrated employment Units.

Unit title	Integrated delivery with:	
Personal Development Award C250 09		Context for delivery and assessment
Practical Abilities: F37Y 09 (1 Credit) Outcome 4 Review own practical abilities used in projects	Self in Society: F37W 09 (1 Credit) Outcome 4 Review own interpersonal skills on completion of the group project	These activities could take place towards the end of the course in the context of individual measurement of distance travelled in skills and personal growth
Self and Work: F37X 09 (1 Credit) Outcome 3 Carry out the plan for the development of own task management skills within a vocational project	Work Experience: D36H 09 (1 Credit) Outcome 3 Relate effectively to others whilst undertaking instructions.	May be relevant to preparation and undertaking the work experience element of the course.
Self in Society: F37W 09 (1 Credit) Outcome 2 Participate in the planning of a group project Outcome 3 Participation in the planned group project.	Practical Abilities: F37Y 09 (1 Credit) Outcome 2 Communicate with others during a specific project Outcome 3 Deliver own output for a specific project	These activities could begin early in the course within the contexts of both personal development and employment related studies.
Steps to Work Award		Context for delivery and assessment
Work Experience: D36H 09 (1 Credit) Outcome 4 Identify the contribution of knowledge and skills gained through work experience in relation to personal, social and vocational goals.	Self and Work: F37X 09 (1 Credit) Outcome 1a Identify own strengths and weaknesses in relation to specific task management skills Outcome 1b Identify personal targets for the development of these skills	Review of work experience placement towards the end of session.
Self Awareness F2FV 09 (1 Credit))		Initial stages of delivery of integrated employment Units.

The above grid is an example of opportunities for integration of delivery and assessment and as such may be modified to meet different needs in teaching and learning.