Arrangements for:

Steps to Work Award at SCQF level 2

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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
05	**Revision of Unit**: F38N 08 Self Awareness: Building Positive Relationships *has been revised by* H8LR 72 Self Awareness: Building Positive Relationships *and finished on* 31/07/2016. **Revision of Unit**: F38P 08 Self Awareness: Physical Health *has been revised by* H8LT 72 Self Awareness: Personal Health and Wellbeing *and finished on* 31/07/2016. **Revision of Unit**: F38M 08 Self Awareness: Personal Development *has been revised by* H8LT 72 Self Awareness: Personal Health and Wellbeing *and finishes on* 31/07/2017. **Revision of Unit**: E9XB 08 Participating in Leisure Time Activities *has been revised by* H24W 72 Physical Education: Taking Part in Physical Activities *and finished on* 31/07/2016. **Revision of Unit**: D371 08 Physical Education: Performance *has been revised by* H24Y 72 Physical Education: Factors Affecting Performance *and finished on* 31/07/2016. **Revision of Unit**: D584 08 Music: Creating and Listening *has been revised by* H24D 72 Performance Arts: Developing Performance Skills *and finished on* 31/07/2016. **Revision of Unit**: D583 08 Music: Listening and Performing *has been revised by* H24E 72 Performance Arts: Using Performance Skills *and finished on* 31/07/2016. **Revision of Unit**: F7GB 08 Capturing Digital Images *has been revised by* H8M6 72 Information and Communication Technology: Capturing Digital Images *and finished on* 31/07/2016. **Revision of Unit**: DV2V 08 Car Valeting: An Activity Approach *has been revised by* H8LD 72 General Car Care and Valeting *and finished on* 31/07/2016. **Revision of Unit**: EF7X 08 Catering (Food Preparation): An Activity Approach *has been revised by* H8L8 72 Employment Skills: Hospitality Services *and finished on* 31/07/2016. **Revision of Unit**: EF7S 08 Catering (Food Service): An Activity Approach *has been revised by* H8L9 72 Employment Skills: Catering and Food Services *and finished on* 31/07/2016. **Revision of Unit**: DV2Y 08 Customer Care *has been revised by* H8LA 72 Employment Skills: Retail and	06/09/2016

	Customer Services *and finished on* 31/07/2016. **Revision of Unit**: D535 08 Practical Craft Skills *has been revised by* H25E 72 Practical Craft Skills: Working with Materials *and finished on* 31/07/2016. **Revision of Unit**: D516 08 Office Skills and Keyboarding: An Introduction *has been revised by* H20N 72 Business in Practice: Using ICT in Business *and finished on* 31/07/2016. **Revision of Unit**: DV2X 08 Hairdressing: An Activity Approach *has been revised by* H8LK 72 Employment Skills: Health and Beauty Treatment and Therapies *and finished on* 31/07/2016. **Revision of Unit**: D534 08 Working with Craft Tools: An Introduction *has been revised by* H25D 72 Working with Craft Tools *and finished on* 31/07/2016. **Removal of Units**: D536 08 Craftwork Enterprise and EF7P 08 Skillstart Enterprise Activity *have been removed (Note* – H20B 72 Business in Practice: Taking Part in a Business Enterprise, *may be an appropriate alternative) and finished on 31/07/2016.* **Revision of Unit**: DV2T 08 Skillstart: Developing Skills for the Workplace *has been revised by* H8L7 72 Preparing for Employment *and finished on* 31/07/2016. **Revision of Unit**: DV2R 08 Skillstart: Numeracy in a Work-Related Environment *has been revised by* H21R 72 Lifeskills Mathematics: Number and Number Processes *and finished on* 31/07/2016. **Revision of Unit**: D556 08 Using Mathematics in Everyday Situations 1 *has been revised by* H21T 72 Lifeskills Mathematics: Shape, Space and Data *and finished on* 31/07/2016. **Revision of Unit**: D557 08 Using Mathematics in Everyday Situations 2 *has been revised by* H21V 72 Lifeskills Mathematics: Money *and finished on* 31/07/2016. **Revision of Unit**: D558 08 Using Mathematics in Everyday Situations 3 *has been revised by* H21W 72 Lifeskills Mathematics: Time and H21Y 72 Lifeskills Mathematics: Measurement *and finished on* 31/07/2016. **Revision of Unit**: D06M 08 Skillstart: Communication in a Work-related Environment *has been replaced by* English and Communication *Units and finished on 31/07/2016.*	
04	**Revision of Unit**: D517 08 Retail Skills: An Introduction *has been revised by* H20J 72 Business in Practice: Customer Care *and will finish on* 31/07/2016. **Revision of Unit**: D518 08 Working in a Business Enterprise: An Introduction *has been revised by* H20B 72 Business in Practice: Taking Part in a Business Enterprise *and will finish on* 31/07/2016. **Revision of Unit**: F7H8 08 Computing Studies:	28/05/2014

	Using Computer Applications *has been revised by* H20T 72 ICT Applications *and will finish on* 31/07/2016. **Revision of Unit**: F7H9 08 Computing Studies: Using Internet Applications *has been revised by* H20X 72 Internet Applications *and will finish on* 31/07/2016. **Revision of Unit**: F7HA 08 Computing Studies: Using Multimedia Applications *has been revised by* H20W 72 Communications Applications *and will finish on* 31/07/2016. **Revision of Unit**: D537 08 Developing Drama Skills *has been revised by* H24D 72 Developing Performance Skills *and will finish on* 31/07/2016. **Revision of Unit**: F796 08 English Language Study *has been revised by* H241 72 English and Communication: Understanding Language *and will finish on* 31/07/2016. **Revision of Unit**: F791 08 English Oral Communication *has been revised by* H246 72 English and Communication: Listening and Talking *and will finish on* 31/07/2016. **Revision of Unit**: F797 08 English Literary Study *has been revised by* H244 72 English and Communication: Creating Texts *and will finish on* 31/07/2016. **Revision of Unit**: DC9K 08 Healthy Basic Cooking *has been revised by* H257 72 Food, Health and Wellbeing: Food Preparation *and will finish on* 31/07/2016. **Revision of Unit**: D585 08 Music: Performance and Creating *has been revised by* H22N 72 Creating Materials for Performance *and will finish on* 31/07/2016.	
03	Revision of Self in Society: Leisure Time Activities (F37S 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Self in Society: Investigating Service Providers in the Local Community (F37T 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Self in Society: Environmental Issues (F37V 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Practical Abilities: Making Journeys (F37N 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Practical Abilities: Independent Living (F37P 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Practical Abilities: Personal Finance (F37R 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Self and Work: Investigating the Workplace (F37K 08),(lapse date 31/07/2013,finish date 31/07/2015)	18/02/2013

	Revision of Self and Work: Completing a Work Placement (F37L 08),(lapse date 31/07/2013,finish date 31/07/2015) Revision of Self and Work: Enterprise Activity (F37M 08),(lapse date 31/07/2013,finish date 31/07/2015)	
02	Two Units added to the options list in Section B of the Award Framework: • DV2X 08 Hairdressing: An Activity Approach • DC9K 08 Healthy Basic Cooking	23/01/2012

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1 Introduction

This is the Arrangements Document for the Steps to Work Award at SCQF level 2. This document includes: background information on the development of the award, its aims, guidance on access, details of the award structure, and guidance on delivery.

This award is designed to recognise the achievements of candidates complement and support strategies and approaches such as 16+ Learning Choices, Curriculum for Excellence, Building the Curriculum 3 and Building the Curriculum 4. The flexible nature of the award and the choice and opportunity available within its structure may help meet the needs of a range of learners, as a preparation for supported employment, continued study at the same level, or progression to higher levels of learning.

Steps to Work Awards have already been developed at SCQF levels 3 and 4 and this level 2 award will complete the suite.

2 Rationale for the development of the award

The Steps to Work Award responds directly to the Scottish Executive Report, **A Curriculum for Excellence** (2004). The development of the award may enable learners to engage with the four capacities: Effective Contributors, Confident Individuals, Successful Learners and Responsible Citizens. The Award may also provide an opportunity for learners to develop skills for learning, life and work

While the level 3 and 4 Steps to Work Awards are aimed at supporting the More Choices, More Chances (MCMC) agenda, it is not anticipated that the level 2 Award will be used for this purpose. Instead, the level 2 Award will provide opportunities to recognise the learning achievement of candidates with additional needs who may struggle to progress beyond SCQF level 2 and who may be looking for appropriate employment opportunities or further learning. While some learners may find it possible to progress to level 3 and beyond, many of the learners that complete this level 2 The Steps to Work Award will find their progress is lateral, into other learning opportunities at level 2.

The Steps to Work Award at level 2 supports and complements **16+ Learning Choices** which is designed to encourage young people to remain in education post-16 as the best way of ensuring their long-term employability and contribution to society.

Building the Curriculum 3 (2008) encourages curriculum planners to provide more opportunities for vocational education. Some existing qualifications at level 2 are too rigid and long in duration for some learners. This can make it difficult for their achievements to be recognised. The Steps to Work Award is designed to be flexible by allowing learners to choose from a number of Units and subject areas. This may be more appropriate for some learners as it may allow them to gain recognition for their achievements and help them take steps towards further opportunities.

Building the Curriculum 4 (2009) highlights the importance of the development of skills for learning, life and work in young people. The Steps to Work Award includes Units which provide learners with an opportunity for the development some of these skills. For example: problem solving, working with others, employability, handling information, etc.

The structure of the level 2 Steps to Work Award offers the learner greater choice, which recognises the growing demand for flexibility within qualifications and assessment. The award seeks to provide a structure to recognise the wider achievement of learners involved in the types of activities and opportunities offered to them by schools, colleges, training providers and third sector organisations.

3 Aims of the award

For some learners the award may provide a route to a recognised qualification for activities undertaken as part of an alternative curriculum.

3.1 Principal aims of the award

The level 2 Steps to Work Award has been designed to extend the reach of SQA qualifications to further meet the needs of a range of learners. The award increases the choice and opportunity available to learners at level 2.

The principal aims of the level 2 Steps to Work Award are to provide learners with the opportunity to:

- develop self esteem, self awareness and self confidence
- develop the ability to engage in learning
- gain access to opportunities and possible progression routes
- develop the skills and attitudes necessary to become successful learners and effective contributors
- develop their employability skills
- consider the wider contribution they can make to society as responsible citizens
- engage in a range of learning activities in the context of personal development and employability

3.2 General aims of the award

The flexible nature of the level 2 Steps to Work Award provides an opportunity for learners to engage in activities designed to nurture and develop broad based and specific skills, depending on the Unit options taken.

The general aims of the Steps to Work Award are to:

- increase opportunities to recognise a variety of individualised learning programmes
- increase the opportunities for attainment for learners at level 2
- increase learner choice
- provide a ‘stepping on’ point for some learners between school, further education, training and employment

The award comprises two sections:

The Person Centred section focuses on recognising, developing and supporting softer skills through the use of Personal Development Units.

The Practical Context offers an opportunity to undertake Units in a range of practical contexts including Sport and Outdoor Activity, ICT, Arts and Media and Work Related Skills.

The aims of the Person Centred section include the personal development of the learner. Learners will have the opportunity to:

- become aware of their own qualities and feelings when undertaking a personal project
- develop interpersonal skills where they work with others to plan and carry out a group project
- complete assigned tasks as part of a vocational project
- handle information, communicate effectively and deliver a product or a service

The aims of the Practical Context section include opportunities for learners to:

- develop personal or employability skills in a chosen learning or vocational context
- increase skills in specific learning or vocational areas
- develop an awareness of progression routes into further learning, employment or training in these chosen areas
- increase awareness of vocational opportunities

While it is not anticipated that the award will lead directly to employment in a specific sector, the award may be the only qualification which an individual learner attains and therefore may provide a '*stepping on'* point to further education, training or employment.

This award provides the opportunity for the development of life skills, Core Skills, practical skills and personal development skills. Learning providers may be able to design short programmes to suit the needs of their learners in relation to Person Centred and practical skills. For example, a young person may have an interest in sport or ICT which could be developed further through the completion of an appropriate Unit chosen from the Practical Context section.

3.3 Target groups

The level 2 Steps to Work Award is targeted at learners with additional needs. This Award aims to offer learners a fresh approach to their own individual self development, achievement and progression and offer an alternative to the existing range of Courses available at level 2.

3.4 Employment opportunities

The Steps to Work Award provides a structure to recognise wider achievement including opportunities to link it to paid/unpaid supported employment or voluntary work. It seeks to develop skills, attitudes and understanding in learners which can contribute to the development of transferable skills that can be applied in work related contexts.

4 Access to award

No specific prior learning is required to embark on this award. Entry is at the discretion of the centre.

5 Award structure

The Steps to Work Award at SCQF level 2 consists of two sections:

Person Centred section — Learners must complete 1 credit from this section.

Practical Context section — Learners must complete 1 credit from this section.

This equates to approximately 80 hours of learning.

5.1 Core Skills certification

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

Embedded Core Skills: This is where the requirements of one or more Core Skills components are directly covered within a given Unit and the Core Skill(s) are therefore automatically certificated.

Signposted Core Skills: This refers to opportunities that may exist within a given Unit to develop particular Core Skills that go beyond the requirements of that Unit and are therefore not embedded.

Further information on the automatic certification of Core Skills is published in the *Automatic certification of Core Skills in National Qualifications (SQA 1999*). New and revised SQA Units indicate automatic certification in the Unit specification.

5.2 Framework

Award structure

The Steps to Work Award provides opportunities for the development of Person Centred skills and practical skills in a range of alternative contexts. The contexts are Sport and Outdoor Activity, ICT, Arts and Media and Work Related Skills.

The award has two sections. The Person Centred section focuses on the softer skills, life skills and areas of personal development that are key to successful learning and progression; the Practical Context section contains Units which can provide an engaging context to reflect learners' interests.

Award — SCQF level 3

To achieve the award, two credits are required, one from the Person Centred section and one from the Practical Context section. Units in the Practical Context section have been divided into sub-sections for illustrative purposes, the 1 credit required in this section can be taken from across these sub-sections.

Person Centred Units: 1 credit must be achieved from the following Units

Person Centred Units	Code	Credit value	SCQF level	Hours
*Practical Abilities: Independent Living	H1GT 42	1	2	40
*Practical Abilities: Making Journeys	H1GS 42	1	2	40
*Practical Abilities: Personal Finance	H1GV 42	1	2	40
*Self Awareness: Building Positive Relationships	H8LR 72	1	2	40
*Self Awareness: Personal Health and Wellbeing	H8LT 72	1	2	40
*Self and Work: Completing a Work Placement	H1GX 42	1	2	40
*Self and Work: Enterprise Activity	H1GY 42	1	2	40
*Self and Work: Investigating the Workplace	H1GW 42	1	2	40
*Self in Community: Environmental Issues	H1GR 42	1	2	40
*Self in Community: Investigating Service Providers in the Local Community	H1GP 42	1	2	40
*Self in Community: Leisure Activities	H1GN 42	1	2	40

*Refer to history of changes for revision details

A minimum of 1 credit must be taken in order to achieve the requirement for this section.

Practical Context Units: 1 credit from any of the following groups of Units*

Practical Context Units	Code	Credit value	SCQF level	Hours
Sport and Outdoor Activity				
*Physical Education: Taking Part in Physical Activities	H24W 72	1	2	40
Physical Education: Factors Affecting Performance	H24Y 72	1	2	40
Arts and Media				
*Developing Performance Skills	H24D 72	1	2	40
*Performance Arts: Using Performance Skills	H24E 72	1	2	40
*Creating Materials for Performance	H22N 72	1	2	40
Information and Communication Technology				
*ICT Applications	H20T 72	1	2	40
*Internet Applications	H20X 72	1	2	40
*Communications Applications	H20W 72	1	2	40
*Information and Communication Technology: Capturing Digital Images	H8M6 72	1	2	40
Work Related Skills				
*General Car Care and Valeting	H8LD 72	1	2	40
*Employment Skills: Hospitality Services	H8L8 72	1	2	40
*Employment Skills: Catering and Food Service	H8L9 72	1	2	40
Employment Skills: Retail and Customer Services	H8LA 72	1	2	40
*Business in Practice: Customer Care	H20J 72	1	2	40
*Business in Practice: Taking Part in a Business Enterprise	H20B 72	1	2	40
*Practical Craft Skills: Working with Materials	H25E 72	1	2	40
*Business in Practice: Using ICT in Business	H20N 72	1	2	40

*refer to history of changes for revision details

Practical Context Units (cont)

Practical Context Units	Code	Credit value	SCQF level	Hours
Work Related Skills (cont)				
*Employment Skills: Health and Beauty Treatment and Therapies	H8LK 72	1	2	40
*Food, Health and Wellbeing: Food Preparation	H257 72	1	2	40
*Business in Practice: Using ICT in Business	H20N 72	1	2	40
*Working with Craft Tools	H25D 72	1	2	40
*Preparing for Employment	H8L7 72	1	2	40
*Lifeskills Mathematics: Number and Number Processes	H21R 72	1	2	40
*Lifeskills Mathematics: Shape Space and Data	H21T 72	1	2	40
*Lifeskills Mathematics: Money	H21V 72	1	2	40
*Lifeskills Mathematics: Time	H21W 72	1	2	40
*Lifeskills Mathematics: Measurement	H21Y 72	1	2	40
*English and Communication: Understanding Language	H241 72	1	2	40
*English and Communication: Creating Texts	H244 72	1	2	40
*English and Communication: Listening and Talking	H246 72	1	2	40

***A minimum of 1 credit must be taken in order to achieve the requirement for this section.**

5.3 Articulation and progression

Learners who achieve the level 2 Steps to Work Award could progress to other Units and Courses at level 2, or level 3, or to supported employment where appropriate opportunities are available. It is intended that the Award should be used to offer real and viable progression pathways for individual learners.

6 Approaches to delivery and assessment

It may be possible to deliver the Units for the Person Centred and Practical Context sections in an integrated way, where the practical activity provides the context for the Person Centred Unit(s) allowing learners to generate evidence for both Units from a single activity. However, for some combinations of Units this may not be possible or other logistical, resource or timing factors may mean that the Units are delivered separately.

Content and context

It is anticipated that the award will be delivered in such a way that it provides the learner with increased choice that supports their area of interest or activity.

The award can support a wide range of learning activities and flexible approaches to assessment, depending on the Units chosen, for example:

- Self-evaluation
- Role play
- e-assessment
- The use of Wiki, blogs and social networking sites
- Identifying skills and qualities
- Developing employability skills, eg filling in applications forms, making telephone enquiries, recognising responsibilities as an employee
- Developing interpersonal skills
- Project-based assessment activities
- Practical activities
- Case studies
- Verbal and/or written questions
- Assessor observation
- Individual and/or group presentations

The use of ICT to increase the accessibility of the award is encouraged.

Delivery of the award should attempt to maximise as many appropriate approaches to learning and teaching as possible with experiential learning being an important feature providing the learner with a greater sense of independence and involvement in the learning process.

Those delivering the award are encouraged to sequence the delivery of the Units so that they complement one another and so that learners can be made aware of the transferrable nature of the skills and knowledge they have gained.

The flexibility of the award allows Units to be delivered either concurrently or sequentially, indeed it is possible that the Practical Context could provide the setting for the *Personal Development* Unit chosen from the Person Centred section.

It is important that opportunities for partnerships are recognised as they often enhance the delivery of qualifications and can ensure that the learner has a wide range of support available. Opportunities exist for organisations and agencies who may not be an SQA approved centre to work in partnership with an established SQA approved centre. Partnership arrangements between schools, colleges, community organisations, and employers are likely to provide the learner with access to a range of environments and experience which will add value to their achievement. These partnerships may also involve Training Providers, Community Learning and Development, Regeneration Agencies and Voluntary Sector organisations.

As part of an induction process, time should be devoted to ensuring that learners have a clear understanding of the expectations of the award by explaining what each learner may be required to do, what choices the learners may have, and how long it might take to complete. The award has been designed to allow the maximum flexibility in the way it is delivered and assessed. It can be incorporated into school or college timetables where it can be one of a number of subjects or activities in which the learner is involved over a period of time.

Delivery of the Units should take account of the needs and aspirations of each individual learner. Learners will have different levels of knowledge about their own personal development and the opportunities that may be available to them in the future. Emphasis should be placed on creating learning situations which enable learners to develop self confidence, self esteem, and inter-personal skills. Activities should be structured to provide as many opportunities as possible to recognise and reinforce individual progress.

Assessment evidence can be gathered and stored in a variety of forms appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual, performance and/or 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, email or other electronic means.

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

The award is designed to help you into further learning, training, volunteering or employment.

It will give you the chance to think about your own experiences such as what you have learned at school, college, volunteering or helping others in the community, or what you have learned from friends and family. The award will help you to work on practical skills that can help you think about what career you want or what you want to learn more about. This could be in music, sport, computing, practical skills and much more.

You choose forty hours of learning from a Person Centred section and forty hours from a Practical Context section. The Person Centred section is about you, your strengths, things you need to learn, what you want to do, what you need to do, how you get on with other people, responsibility, the world of work and using what you have learned. The Practical Context section lets you experience things that you have a particular interest in such as sport, art, computers, etc.

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.