

Overview of qualifications in the health and wellbeing curriculum area

July 2010

The information in this document covers the broad subject areas of Care (Health and Social) and Early Education and Childcare, Home Economics, Philosophy, Psychology, Sociology, Personal Development, Social and Vocational Skills, Physical Education and Sport.

This edition: July 2010, draft version 1.0

Publication code: BE5544

Published by the Scottish Qualifications Authority

The Optima Building, 58 Robertson Street, Glasgow G2 8DQ

Ironmills Road, Dalkeith, Midlothian EH22 1LE

www.sqa.org.uk

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1 An overview of qualifications in the health and wellbeing curriculum area

1.1 A vision for qualifications in the health and wellbeing curriculum area

The Curriculum for Excellence values, purposes and principles will underpin all new and revised National Qualifications. Learners should have opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, life and work.

The new National Qualifications will offer increased flexibility, provide more time for learning, provide more focus on skills and applying learning, and provide more scope for personalisation and choice.

There will be increased emphasis on skills development with fewer, broader outcomes. New Courses and Units will be specified in a way which encourages holistic assessment and also in a way which allows teachers more flexibility to exercise their professional judgement about the work of learners, the attainment of outcomes and methods of gathering evidence.

Assessment approaches will be proportionate and fit for purpose. They will promote best practice and enable learners to achieve the highest standards they are capable of.

To help ensure coherence across the 3-18 curriculum, the curriculum areas that have formed the basis of the experiences and outcomes from early to fourth levels will also be used as the basis for developing qualifications for the senior phase. The principles and practice paper has informed the development of this overview document.

SQA is committed to ensuring that all learners have access to qualifications and equality of opportunity, while safeguarding the integrity of qualifications. SQA ensures that qualifications are designed to be as inclusive as possible. Accessibility is embedded in the development of qualifications. New National Qualifications being developed to support Curriculum for Excellence will be designed with full consideration given to ensuring that there are no unnecessary barriers to access for learners.

The development of qualifications in the health and wellbeing curriculum area will draw from *Curriculum for Excellence: health and wellbeing principles and practice*

paper and the experiences and outcomes. These provide a starting point for developing qualifications in the health and wellbeing curriculum area.

Some qualifications in health and wellbeing will not emerge directly from the experiences and outcomes. In these instances the experiences and outcomes in health and wellbeing provide a good foundation for learners to progress into qualifications. Furthermore, some qualifications will draw on advice and guidance from other curriculum areas.

The six organisers for the experiences and outcomes outline the emphasis for a broad general education, prior to the senior phase, from which the development of qualifications will arise. The existing SQA qualifications in the senior phase which relate to the health and wellbeing curriculum area are:

- ◆ Care (Health and Social)
- ◆ Early Education and Childcare
- ◆ Home Economics
- ◆ Philosophy, Psychology, Sociology
- ◆ Personal Development
- ◆ Social and Vocational Skills
- ◆ Physical Education and Sport

‘The six organisers within the health and wellbeing curriculum areas present additional opportunities for developing broad based qualifications within the health and wellbeing curriculum area¹:

- ◆ Mental, emotional, social and physical wellbeing
- ◆ Planning for choices and changes
- ◆ Physical education, physical activity and sport
- ◆ Food and health
- ◆ Substance misuse
- ◆ Relationships, sexual health and parenthood

Broad aims of learning in health and wellbeing

Learning through health and wellbeing aims to promote confidence, independent thinking, positive attitudes and dispositions. Qualifications should therefore aim to motivate learners to be successful and participate responsibly in the wider community.

¹ [Progress Report: Health and Wellbeing Curriculum Area](#) (May 2010)

Main purposes of learning in health and wellbeing

‘Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- ◆ make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- ◆ experience challenge and enjoyment
- ◆ experience positive aspects of healthy living and activity for themselves
- ◆ apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- ◆ make a successful move to the next stage of education or work
- ◆ establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

It also enables some learners to perform at high levels in sport or prepare for careers within the health and leisure industries.²

Developing successful learners, confident individuals, responsible citizens and effective contributors

Successful learners: through this area of the curriculum learners develop an understanding of the physical, social and emotional factors that influence health and wellbeing. It enables interests to be developed and preferences to be set to enable a review of personal goals for achievement in lifestyle, learning and development.

Confident individuals: wellbeing encompasses many aspects including resilience, fitness, confidence, a sense of mastery and control, optimism and hope, and the ability to sustain satisfying personal relationships. Learning in this area equips people with skills to enable independent living and to find appropriate sources of information to make informed choices that contribute to healthy fulfilling lives.

Responsible citizens: learning to respect and value other people and developing an understanding of beliefs and feelings will help people to develop positive relationships, promote equality and fairness and counter discrimination. Learners develop an understanding of how actions and decisions are affected by and affect others, recognising the relationship between behaviour and effects on others and the environment.

Effective contributors: Learning in this area provides opportunities for involvement in activities that contribute to the wider life and health of the school and community.

² [Curriculum for Excellence: health and wellbeing principles and practice paper](#)

Options for life beyond learning at this level can be explored to enable successful transitions into work, education or training.³

1.2 Skills and knowledge that will be developed by qualifications in the health and wellbeing curriculum area

In the new National Qualifications, there will be a greater emphasis on skills development to ensure learners develop the necessary skills for learning, life and work. There will continue to be an important focus on the development of knowledge and understanding of key concepts and content to ensure progression through levels.

Drawing on the broad definition of generic skills contained in SQA's skills framework,⁴ derived from *Building the Curriculum 4*, a clear and explicit focus will be given to the development of these skills within each curriculum area. Consideration will be given on how to build in and make visible these transferable skills for learning, life and work. There will be a balance between generic skills and the specific skills-base needed for each qualification and curriculum area.

The Courses will allow learners to gain the confidence to embrace and use skills developed within the health and wellbeing suite of Courses now and in the future, at home, at work and in the wider community.

Research suggests that the following skills were regarded as important to health and wellbeing:

- ◆ reasoning, evaluation, problem solving (critical thinking skills)
- ◆ communication, negotiation, working with others (interpersonal skills)
- ◆ self awareness, reflection (intrapersonal skills)
- ◆ practical skills relevant to the specific subject (eg Care, Physical Education, Home Economics)

Consideration must also be given to skills identified within the social studies and technologies principles and practice documents where these skills are relevant to subjects within the health and wellbeing curriculum area. Examples include organising, creating, leading, using equipment, software and materials, planning and reviewing investigation strategies, and exploring and evaluating different types of sources and evidence.

³ *Building the Curriculum 1*

⁴ Skills for literacy; numeracy; health and wellbeing; employability, enterprise and citizenship; thinking skills.

In addition the following skills have also been identified as relevant to the curriculum area:

- ◆ literacy and numeracy
- ◆ learning how to learn
- ◆ resilience
- ◆ leadership
- ◆ learning through reflection
- ◆ life skills
- ◆ enterprise
- ◆ employability
- ◆ practical research skills

The Courses will allow learners to gain the skills and confidence to acquire and apply skills for health and wellbeing now and in the future, at home, at work and in the wider community. These skills are developed in specific contexts; at the same time, learners will develop a growing knowledge, understanding and awareness of health and wellbeing.

1.3 Learning and teaching approaches

Learning and teaching approaches for the curriculum area should be appropriate to the area and provide opportunities for learners to demonstrate Curriculum for Excellence values, purposes and principles.

Learning and teaching approaches should derive from the principles and practice identified for each curriculum area and should cover the purposes of learning within the curriculum area, the key organisers for learning and teaching, the features of effective learning and teaching and the broad features of assessment.

They should reflect a seamless progression from the approaches used in the experiences and outcomes and earlier phases of general education. The approaches should offer a stimulating and motivating experience for the learner reflecting good and innovative practice.

They should also be learner-centred, be delivered in relevant contexts, and be suitable for skills-based approaches to learning.

Learning and teaching approaches will develop from those used to deliver experiences and outcomes in health and wellbeing. Health and wellbeing is multi-dimensional and approaches will provide opportunities to develop skills and knowledge to enable breadth and depth of learning.

Learning and teaching in health and wellbeing engages individuals and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices at personal and societal levels. Learning and teaching approaches will also:

- ◆ take account of research and successful practice in learning and development
- ◆ use a variety of approaches including active, co-operative and peer learning and effective use of technology
- ◆ encourage and capitalise on the potential to experience learning and new challenges
- ◆ encourage people to act as positive role models
- ◆ lead to a lasting commitment to contribute to personal and societal health and wellbeing
- ◆ encourage learners and practitioners to work with a range of professions to understand the responsibilities of citizenship
- ◆ harness the experience and expertise of different professions, including developing enterprise and employability skills⁵

1.4 Progression

As learners progress in S1-S3, they will make and confirm links across all aspects of their learning, including experiences and outcomes, within and across curriculum areas and subjects, as well as personal achievements. It is important to acknowledge that young people will progress at different rates and in different ways. The end of S3 will find most learners ready to progress to different levels of qualifications in different subjects.

Progression from experiences and outcomes may be to National Courses or other qualifications, eg Skills for Work or National Progression Awards. The experiences and outcomes at level 4 are broadly at the same level as SCQF level 4 — ie Standard Grade (General)/Intermediate 1/National 4. This will be a useful point of comparison for determining levels of Courses when considering progression for learners within each subject area. However, it will be important to consider the experiences and outcomes and identify what the learner has covered before decisions can be made about learner progression.

It may also be possible for learners to bypass some levels. For example, some learners may be able to bypass National 4 and National 5 and begin studying for Highers in S4. Other learners who are secure in experiences and outcomes at level 4 may progress straight to National 5 in S4. It will be the responsibility of centres to determine the most suitable progression paths for individual learners.

⁵ [Curriculum for Excellence: health and wellbeing principles and practice paper](#)

1.5 Suites of Courses: summary

	Early Education and Childcare/ Care		Health and Wellbeing Awards	Home Economics			Philosophy/ Psychology/ Sociology National Courses	Personal Development		Physical Education	
	National Courses	Skills for Work		National Courses	Practical Skills Course*	Skills for Work		Awards	Skills for Work	National Courses	Skills for Work
SCQF 7				Home Economics*						Physical Education	
SCQF 6	Care Care Practice EEC Play in EEC Mental Health Care	Health and Social Care	Health and Wellbeing (Nature of progression to be explored)	Home Economics*			Philosophy Psychology Sociology	Personal Development* Leadership		Physical Education	
SCQF 5	Care	EEC Health Sector	Health and Wellbeing (nature of progression to be explored)	Home Economics* Hospitality: Creative Cake Production*	Fashion and Textiles Hospitality: Practical Cookery	Hospitality	Philosophy Psychology Sociology	Personal Development* Leadership	Financial Services	Physical Education	Sport and Recreation Maritime Skills
SCQF 4	Care	EEC Health Sector	Health and Wellbeing*	Home Economics*	Fashion and Textiles Hospitality: Practical Cookery	Hospitality	Social Subjects/ Sciences*	Personal Development* Employability Safe Road User		Physical Education	Sport and Recreation Uniformed and Emergency Services
SCQF 3			Health and Wellbeing*	Home Economics*	Fashion and Textiles Hospitality: Practical Cookery		Social Subjects/ Sciences*	Personal Development* Employability		Physical Education	

Note: * denotes a working title. Qualifications shown in bold indicate new developments. Hospitality Courses (shown in grey) will be developed by the social studies team in conjunction with the health and wellbeing team. Social Subjects/Sciences can draw from the following subject areas: Classical Studies, Geography, History, Modern Studies, Philosophy, Psychology, and Sociology.

Six suites of Courses are proposed to provide seamless progression from the health and wellbeing experiences and outcomes. The development of qualifications will also draw on advice and guidance from other curriculum areas such as:

- ◆ Home Economics with technologies
- ◆ Psychology, Philosophy and Sociology with social studies and religious and moral education
- ◆ Health Care with science
- ◆ Physical Education with expressive arts

Courses will use a new type of Unit which is more skills-based, user-friendly and less prescriptive. Their specification will be more flexible and open with fewer, broader outcomes that encourage holistic assessment.

Awards are a new type of qualification which are flexible in size and structure and capable of capturing achievement in smaller chunks of learning. Skills and knowledge can be developed through experience and activity, and centres have flexibility in methods of delivery that suit the needs of their learners.

The proposed suites of Courses provide some rationalisation of existing Courses, and also provide for lateral and vertical progression:

Suite of Courses: Care/Early Education and Childcare

- ◆ Care (National 4, National 5, Higher)
- ◆ Care Practice (Higher)
- ◆ Early Education and Childcare (Higher)
- ◆ Play in Education and Childcare (Higher)
- ◆ Mental Health Care (Higher)

Suite of Courses: Health and Wellbeing

- ◆ Health and Wellbeing (Award at SCQF 3 and 4)

Suite of Courses: Home Economics

- ◆ Home Economics (Access 3 to Advanced Higher)
- ◆ Fashion and Textiles (Practical Skills Course, Access 3 to National 5)

Hospitality Courses will be developed by the social studies team in conjunction with the health and wellbeing team.

- ◆ Hospitality: Practical Cookery (Practical Skills Course, Access 3 to National 5)
- ◆ Hospitality: Creative Cake Production (National 5)

Suite of Courses: Philosophy, Psychology, Sociology

- ◆ Social Subjects/ Sciences (Access 3 and National 4)
- ◆ Philosophy (National 5, Higher)
- ◆ Psychology (National 5, Higher)
- ◆ Sociology (National 5, Higher)

Suite of Courses: Personal Development/Social and Vocational Skills

- ◆ Personal Development (Award at SCQF 3 to 6)

Suite of Courses: Physical Education

- ◆ Physical Education (Access 3 to Advanced Higher)

Details on evidence of demand, relationships with other SQA qualifications, progression, deliverability, equality, equity and inclusion can be found in the individual suites of Courses.

2 Suite of Courses — Care/Early Education and Childcare (SCQF 4–6)

2.1 Evidence of demand

Courses in Care are available from Intermediate 1 to Higher and include Early Years Education and Childcare (EEC) and Health and Social Care. In addition to National Courses there are SfW, PBNCs, NPAs and National Certificates available within this subject area.

Demand for Care and EEC Courses remains mainly stable, with some small fluctuations. SfW Courses in Care and EEC have experienced a sharp increase in demand over the past three years, particularly at Intermediate 1 level in EEC (see Appendix 1). The existing portfolio of Care qualifications is diverse, and research has suggested that this should be streamlined while maintaining a balance of coherence and flexibility. Care qualifications are often combined to create full-time programmes of study within the College sector, which may lead into employment. Choice and personalisation within the suite of Courses are therefore essential to allow students to develop different skills depending on their chosen progression route.

The proposal is to provide Care Courses at National 4, National 5 and Higher.

Care National 4 (SCQF 4) will replace the existing qualification at Intermediate 1 level.

Care National 5 (SCQF 5) will replace the four existing qualifications currently available at Intermediate 2 level and will provide progression from National 4 Course and onto Higher.

Care Higher (SCQF 6) will replace the existing Care Higher. The Care Higher enables ‘additionality’ for students wishing to progress to HNC. Higher Care is also widely valued by employers in the care sector.

The proposal is to provide a Care Practice Higher (SCQF 6). The Course will replace the existing Course and enables progression to further/higher education. The Course also enables recognition of practical work in a care setting.

The proposal is to replace the EEC Higher (SCQF 6). The Course provides progression to further/higher education.

The proposal is to replace the Play in EEC Higher (SCQF 6). The Course provides a progression route required from EEC Skills for Work Courses at SCQF level 4 and 5 and enables recognition of practical work in a childcare setting.

The proposal is to replace the Mental Health Care Higher (SCQF 6). The Course will replace the existing Course and provides progression to further/higher education.

The development of the Care suite of Courses will be kept under review throughout the development process due to the number of qualifications proposed at SCQF 6.

2.2 Relationships with other SQA qualifications

Care/ Early Education and Childcare and related qualifications

	National Courses	Skills for Work	NPA	National Certificates	Other
SCQF 8					Childhood Practice (HND) EEC (PDA) Childhood Practice (PDA) Addiction Counselling (PDA) Oral Health Care: Dental Managers (PDA) Dental Technology (HND) Social Services (HND) Care Services Management (PDA)
SCQF 7					EEC (HNC) Diagnostic Imaging (HNC) Physiotherapy Support (HNC) Radio Therapy (HNC) Speech and Language Therapy Support (HNC) Dental Technology (HNC) Health Care (HNC) Occupational Therapy Support (HNC) Social Care (HNC) Health and Social Care Supervision (PDA)
SCQF 6	Care Care Practice EEC Play in EEC Mental Health Care	Health and Social Care		Health and Social Care EEC	Oral Health Care: Dental Administrators (PDA)
SCQF 5	Care	EEC Health Sector	Playwork and Childcare	Child, Health and Social Care	
SCQF 4	Care	EEC Health Sector			
SCQF 3					

Note: * denotes a working title. Qualifications shown in bold indicate new developments.

Care in relation to other qualifications

- ◆ Underpinning knowledge in Care Courses comes from Social Science: Sociology and Psychology.
- ◆ Awareness of health and fitness relates to Physical Education.
- ◆ Awareness of nutrition and healthy lifestyle links with Home Economics.
- ◆ There are links to/from SfW qualifications in the curriculum area (EEC at SCQF level 4 and 5, Health and Social Care at SCQF level 6).
- ◆ Health Sector at National 4 and 5 SfW qualifications in the science curriculum area have a link to the care portfolio.
- ◆ There are links to broad-based Health and Wellbeing qualifications.

New qualification types

We recommend further investigation to assess the possibility of new Care provision in SfW Courses at National 4 and 5.

2.3 Progression into and through the suite of Courses

The suite offers opportunities for lateral progression, such as progression to related subjects at the same SCQF level in general education and science Courses. There are also opportunities for lateral progression between:

- ◆ EEC and Care qualifications
- ◆ EEC/ Care and social science qualifications

There are opportunities for learners to build on prior skills, knowledge, attributes and attitudes to allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners. This is because Care Courses:

- ◆ are based on understanding human behaviour and development
- ◆ emphasise the importance of developing self awareness and engaging in personal reflection

In addition, optional Units and project-based assessments will enable learners to choose aspects of the Course that are best suited to their interests and learning style.

The Course will also provide opportunities for learners to become successful, responsible and confident in life, work and learning and to develop important attributes and capabilities, including: respect for self and others; resilience; an enterprising attitude; enthusiasm and a willingness to learn; a sense of mental, emotional, social and physical wellbeing.

2.4 Progression from the suite of Courses

The suite of Courses will help learners to acquire and extend skills and knowledge to give them a firm foundation for future learning, employment and/or training. The suite will provide opportunities for learners to gain and extend the skills which will allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners.

Potential progression routes from the suite of Courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training. For example:

- ◆ The educational progression route from both EEC and Health and Social Care at SCQF level 6 is onto an HNC at SCQF level 7 delivered by a college, or onto university.
- ◆ HNC awards are currently available in EEC, Health Care and Social Care, and there are a number of recently created Allied Health Professional HNC Awards in areas such as Physiotherapy and Occupational Therapy.
- ◆ Some learners will progress onto Access to Nursing Courses. A few learners progress directly to university for a degree in Childhood Practice from Higher EEC or to a degree in Social Work from Higher Social Care programmes.
- ◆ The occupational progression pathway into employment is as a support worker or care assistant, where the employer may provide the opportunity to complete an SVQ.

Careful consideration will be given to the type of assessment within this suite of qualifications to ensure the qualifications meet the diverse needs of learners and ensure seamless progression to further and higher education, employment and/or training.

2.5 Deliverability

As far as possible, suites of Courses will be developed to facilitate bi-level delivery and assessment where appropriate.

At this stage, we do not envisage any major delivery issues. As with current Courses, there is a need for centres to provide appropriate resources and ensure that teachers' skills are refreshed on a regular basis.

2.6 Equality, equity and inclusion

It is the intention that the Courses in the suite will take account of the needs of all learners⁶ and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

SQA has a great deal of experience in enabling disabled candidates to achieve qualifications in Care and EEC. A range of support is available including the use of practical helpers, specialist equipment and flexible assessment methods.

Care and EEC Courses have generally demonstrated a gender imbalance in terms of uptake, with female candidates outnumbering male candidates. For example, 97% of candidates in 2008 for the EEC Higher were female. The design of new qualifications will be careful not to promote any stereotypes which could contribute to this imbalance.

SQA will ensure that National Qualifications are as accessible as possible to disabled learners. SQA will ensure that disability equality is fully considered in the development of these new qualifications. This will involve identifying and justifying any requirements in a qualification which may have an adverse impact on disabled learners, and considering what reasonable adjustments can be made to mitigate this.

⁶ 'All learners' includes learners, of both sexes, and from different socio-economic backgrounds, from different ethnic, cultural and religious communities, with physical and sensory disabilities, with difficulties in aspects of communication, language and literacy, with emotional, behavioural and related access difficulties.

3 Suite of Courses — Health and Wellbeing Awards (SCQF 3–4)

3.1 Evidence of demand

The proposal is to develop new Health and Wellbeing Awards at SCQF level 3 and 4.

The main purpose of developing Awards at SCQF 3 and 4 in Health and Wellbeing is to prepare candidates with skills for life, learning and work. By building on the health and wellbeing experiences and outcomes, these Awards can develop the knowledge and understanding, skills, capabilities and attributes which candidates need for mental, emotional, social and physical wellbeing now and in the future. Research indicates strong support for the development of a Health and Wellbeing qualification.

‘The nature of health and wellbeing suggests that qualifications should reflect a number of interlinked themes, which include the development of relevant knowledge, understanding, skills, attitudes and awareness of health and wellbeing. A generic Health and Wellbeing qualification would build on the 3–15 principles and practice approaches and experiences and outcomes’.⁷ In addition Awards would:

- ◆ offer breadth and opportunity for lateral and vertical progression
- ◆ prepare learners for transitions (ie provide skills for life, for learning and for work)
- ◆ give higher priority to health and wellbeing
- ◆ promote mental and physical health

The Health and Wellbeing Award will draw from and build on the six organisers when developing broad-based qualifications⁸:

- ◆ mental, emotional, social and physical wellbeing
- ◆ planning for choices and changes
- ◆ physical education, physical activity and sport
- ◆ food and health
- ◆ substance misuse
- ◆ relationships, sexual health and parenthood

It is also envisaged that Awards in Health and Wellbeing will be delivered by a variety of organisations including schools, colleges, community learning and development environments, and will offer opportunities for partnership working.

The title of qualifications in this area will be carefully considered.

⁷ [Progress Report: Health and Wellbeing Curriculum Area](#) (May 2010)

⁸ [Progress Report: Health and Wellbeing Curriculum Area](#) (May 2010)

Further research will be carried out to determine if there is a demand for Health and Wellbeing Awards at SCQF levels 5 and 6. As the development progresses, consideration will be given to any overlap between Awards in Health and Wellbeing and Personal Development.

3.2 Relationships with other SQA qualifications

	Health and Wellbeing Awards	Early Education and Childcare/Care		Home Economics			Philosophy/ Psychology/ Sociology National Courses	Personal Development		Physical Education	Skills for Work
		National Courses	Skills for Work	National Courses	Practical Skills Course*	Skills for Work		Awards	Skills for Work	National Courses	
SCQF 7				Home Economics*						Physical Education	
SCQF 6	Health and Wellbeing* (nature of progression to be explored)	Care Care Practice EEC Play in EEC Mental Health Care	Health and Social Care	Home Economics*			Philosophy Psychology Sociology	Personal Development* Leadership		Physical Education	
SCQF 5	Health and Wellbeing* (nature of progression to be explored)	Care	EEC Health Sector	Home Economics* Hospitality: Creative Cake Production*	Fashion and Textiles Hospitality: Practical Cookery	Hospitality	Philosophy Psychology Sociology	Personal Development* Leadership	Financial Services	Physical Education	Sport and Recreation Maritime Skills
SCQF 4	Health and Wellbeing*	Care	EEC Health Sector	Home Economics*	Fashion and Textiles Hospitality: Practical Cookery	Hospitality	Social Subjects/ Sciences*	Personal Development* Employability Safe Road User		Physical Education	Sport and Recreation Uniformed and Emergency Services
SCQF 3	Health and Wellbeing*			Home Economics*	Fashion and Textiles Hospitality: Practical Cookery		Social Subjects/ Sciences*	Personal Development* Employability		Physical Education	

Note: * denotes a working title. Qualifications shown in bold indicate new developments. Hospitality Courses (shown in grey) will be developed by the social studies team in conjunction with the health and wellbeing team.

Awards at SCQF 3 and 4 build on the health and wellbeing experiences and outcomes from a broad general education and link with other qualifications in the curriculum area, for example Physical Education, Home Economics, and Care.

3.3 Progression into and through the suite of Courses

'The six organisers outline the emphasis for a broad general education, prior to the senior phase, from which the development of qualifications will arise. The organisers present additional opportunities for developing broad based qualifications within the health and wellbeing curriculum area'.⁹

The opportunity to study Health and Wellbeing at SCQF levels 3 and 4 contributes to learner entitlement in the senior phase of education. Learning in this area would also contribute to opportunities for promoting confidence, independent thinking, positive attitudes and dispositions, aiming to motivate learners to be successful and participate responsibly in the wider community.¹⁰

A flexible qualification will provide opportunities for personalisation and choice, building on experiences and outcomes from the broad general education.

The Course will also provide opportunities for learners to become successful, responsible and confident in life, work and learning and to develop important attributes and capabilities, including: respect for self and others; resilience; an enterprising attitude; enthusiasm and a willingness to learn; a sense of mental, emotional, social and physical wellbeing.

3.4 Progression from the suite of Courses

The suite of Courses will help learners to acquire and extend skills and knowledge to give them a firm foundation for future learning, employment and/or training. The suite will provide opportunities for learners to gain and extend the skills which will allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners.

Potential progression routes from the suite of Courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training, such as:

- ◆ More specific qualifications such as Physical Education, Home Economics or Care.
- ◆ Health Sector SfW Courses, available at SCQF level 4 and 5.
- ◆ Awards, NPAs or National Certificates in Care, Sports, Personal Development, Enterprise and Employability.

⁹ [Progress Report: Health and Wellbeing Curriculum Area \(May 2010\)](#)

¹⁰ [Curriculum for Excellence: health and wellbeing principles and practice paper](#)

3.5 Deliverability

As far as possible, suites of Courses will be developed to facilitate bi-level delivery and assessment where appropriate.

At this stage, we do not envisage any major delivery issues. As with current Courses, there is a need for centres to provide appropriate resources and ensure that teachers' skills are refreshed on a regular basis.

Practitioner expertise is available to deliver Health and Wellbeing at SCQF 3 and 4 as health and wellbeing is already represented in the broad general education. Expertise also exists within subjects which could contribute to a Health and Wellbeing Award such as Care, Home Economics, Physical Education, Psychology and Sociology. Qualifications will offer flexibility to enable practitioners to meet local demands using available resources.

3.6 Equality, equity and inclusion

It is the intention that the Courses in the suite will take account of the needs of all learners¹¹ and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

SQA will ensure that National Qualifications are as accessible as possible to disabled learners. SQA will ensure that disability equality is fully considered in the development of these new qualifications. This will involve identifying and justifying any requirements in a qualification which may have an adverse impact on disabled learners and considering what reasonable adjustments can be made to mitigate this.

¹¹ 'All learners' includes learners, of both sexes, and from different socio-economic backgrounds, from different ethnic, cultural and religious communities, with physical and sensory disabilities, with difficulties in aspects of communication, language and literacy, with emotional, behavioural and related access difficulties.

4 Suite of Courses — Home Economics (SCQF 3–7)

4.1 Evidence of demand

Although the Home Economics Standard Grade has the highest uptake of all Home Economics provision with candidate entries at circa 6000 candidates in 2008/9, there has been a drop of 1000 entries since 2006/7 (see Appendix 2). The numbers of candidates taking Standard Grade Home Economics are higher than the combined number of candidates taking all other Home Economics qualifications.

Of the individual strands:

- ◆ Health and Food Technology has the largest uptake of all Home Economics qualification strands. There is a steady demand at SCQF levels 3 to 6 with the exception of 2008/9 which saw a sharp drop in demand for Access 3 level; a decline in numbers is also noted at Intermediate 1. This is thought to be due to the introduction of Practical Cookery Courses.
- ◆ Lifestyle and Consumer Technology — small fluctuations in uptake are notable. However, there remains a small but mainly steady uptake at SCQF levels 4 to 6. Access 3 has low numbers of candidates undertaking the qualification.
- ◆ Fashion and Textile Technology — Intermediate 1 qualifications in this area have a good uptake. Fewer candidates take Intermediate 2 and/or a Higher in this area, although the numbers taking Higher have increased in 2008/9. Access 3 uptake is very low, with candidate uptake being in single figures.

The proposal for Home Economics Courses is to provide a suite of generic Courses combining Health and Food/Lifestyle and Consumer Technology from Access 3 (SCQF 3) to Advanced Higher (SCQF 7). The issue of low uptake at Advanced Higher (SCQF 7) has been considered. However, following the general principle of not reducing choice for learners, this Course will be developed as part of this suite of Courses.

Research suggests that opinions are divided among practitioners as to the benefit of providing a single combined Course rather than the separate strands which presently exist. Practitioners did however see the possibility of Health and Food/Lifestyle and Consumer Technology being combined into one Course with options. The benefits of providing one generic Course with options are:

- ◆ It resolves the overlap between Health and Food/Lifestyle and Consumer Technology.
- ◆ It provides better articulation with experiences and outcomes in health and wellbeing and technologies curriculum areas.

- ◆ One generic suite of Courses will provide improved progression routes through the suites of Courses.

The Home Economics suite of Courses will provide seamless progression from the food and health, relationships, sexual health and parenthood organisers within health and wellbeing, and the developing technological skills and knowledge within the technologies curriculum area.

It is proposed that Fashion and Textiles is developed as a Practical Skills Course at Access 3 (SCQF 3) to National 5 (SCQF 5). The issue of low uptake at Access 3 (SCQF 3) has been considered. However, following the general principle of not reducing choice for learners, this Course will be developed as part of this suite of Courses. Progression links are apparent from food and textiles contexts for developing technological skills and knowledge, within the technologies curriculum area. The Practical Skills qualifications would ensure smooth progression into existing provision at SCQF level 6 and above.

Practical Cookery sits within the Hospitality suite of Courses in the social studies (business) curriculum area. It is proposed this suite would be developed primarily, although not exclusively, from the relevant experiences and outcomes within the health and wellbeing and technologies curriculum areas. The suite has a practical cookery focus and as such is aligned to Courses developed in Home Economics in the health and wellbeing curriculum area.

Practical Skills Courses in Hospitality: Practical Cookery at Access 3 (SCQF 3) to National 5 (SCQF 5) and Hospitality: Creative Cake Production at National 5 (SCQF 5) will replace the existing Courses. These Courses will be developed by the social studies team in conjunction with the health and wellbeing team.

4.2 Relationships with other SQA qualifications

Home Economics and related qualifications

	National Courses	National Courses	Practical Skills Course*	Skills for Work	Other
SCQF 8					Professional Cookery (HND) Hospitality Leadership (HND) Hospitality Management(HND) Events Management (HND) Fashion Design and Manufacture (HND) Fashion Technology and Manufacture with Design (HND) Fashion: Design and Production with Retail (HND) Textiles (HND) Complex Pattern Production Skills (PDA) Design and Production: Fashion Collection (PDA) Design and Production: Occasional Wear (PDA) Fine Art Textiles (PDA) Tailoring Techniques (PDA) Textile Accessories (PDA)
SCQF 7	Home Economics*				Food and Science Technologies (HNC) Hospitality (HNC) Professional Cookery(HNC) Hospitality Leadership(HNC) Events Management (HNC) Fashion Design and Manufacture (HNC) Fashion Technology and Manufacture with Design (HNC) Fashion: Design and Production with Retail (HNC) Textiles (HNC) Commercial Fashion Design (PDA) Contemporary Fashion Corsetry (PDA) Fashion Illustrations (PDA) Textile Design for Garments (PDA) Garment Design and Production (PDA) Pattern Production Skills (PDA) Printed Textiles (PDA) Textile Accessories (PDA)

	National Courses	National Courses	Practical Skills Course*	Skills for Work	Other
SCQF 6	Home Economics*				Fashion and Textile Manufacturing (National Certificate – available Aug 2011)
SCQF 5	Home Economics*	Hospitality: Creative Cake Production*	Fashion and Textiles Hospitality: Practical Cookery	Hospitality	Harris Tweed (NPA)
SCQF 4	Home Economics*		Fashion and Textiles Hospitality: Practical Cookery	Hospitality	
SCQF 3	Home Economics*		Fashion and Textiles Hospitality: Practical Cookery		

Note: * denotes a working title. Qualifications shown in bold indicate new developments. Hospitality Courses (shown in grey) will be developed by the social studies team in conjunction with the health and wellbeing team.

Home Economics in relation to other qualifications

Home Economics has links with broad-based Health and Wellbeing qualifications as well as qualifications in Hospitality and Technology. Fashion and Textiles also has links with qualifications in Art and Design and Technology.

4.3 Progression into and through the suite of Courses

Home Economics qualifications will be developed drawing on the advice and guidance of the health and wellbeing and technologies curriculum areas. Experiences and outcomes within food and health, and food and textiles, provide contexts for developing technological skills and knowledge and will provide the building blocks for qualification development.

The suite of Courses includes Home Economics qualifications at each level from SCQF 3 to 7 and Fashion and Textiles qualifications at SCQF level 3 to 5 to allow vertical progression. Lateral progression between Home Economics qualifications and other qualifications in the social studies areas, such as Hospitality, is also possible.

The Course will also provide opportunities for learners to become successful, responsible and confident in life, work and learning and to develop important attributes and capabilities, including: respect for self and others; resilience; an enterprising attitude; enthusiasm and a willingness to learn; a sense of mental, emotional, social and physical wellbeing.

4.4 Progression from the suite of Courses

The suite of Courses will help learners to acquire and extend skills and knowledge to give them a firm foundation for future learning, employment and/or training. The suite will provide opportunities for learners to gain and extend the skills which will allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners.

Progression routes from the suite of Courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training, such as:

- ◆ HNCs such as Food and Science Technology
- ◆ PDAs in Fashion and Textiles
- ◆ Well established progression links into higher education
- ◆ Employment in a range of industries related to food, nutrition, hospitality, fashion and textiles

4.5 Deliverability

As far as possible, suites of Courses will be developed to facilitate bi-level delivery and assessment where appropriate.

At this stage, we do not envisage any major delivery issues. As with current Courses, there is a need for centres to provide appropriate resources and ensure that teachers' skills are refreshed on a regular basis.

4.6 Equality, equity and inclusion

It is the intention that the Courses in the suite will take account of the needs of all learners¹² and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

SQA has a great deal of experience in enabling disabled candidates to achieve qualifications in Home Economics. A range of support is available, including the use of practical helpers, specialist equipment and flexible assessment methods.

Traditionally, Home Economics Courses have attracted a greater proportion of female candidates. For example in 2008, all three strands of the Higher Course had over 90% female candidates. The design of new Courses will be careful not to promote any stereotypes which could contribute to this imbalance. As a consequence the title of qualifications in this area will be carefully considered.

SQA will ensure that National Qualifications are as accessible as possible to disabled learners. SQA will ensure that disability equality is fully considered in the development of these new qualifications. This will involve identifying and justifying any requirements in a qualification which may have an adverse impact on disabled learners and considering what reasonable adjustments can be made to mitigate this.

¹² 'All learners' includes learners, of both sexes, and from different socio-economic backgrounds, from different ethnic, cultural and religious communities, with physical and sensory disabilities, with difficulties in aspects of communication, language and literacy, with emotional, behavioural and related access difficulties.

5 Suite of Courses — Philosophy, Psychology and Sociology (SCQF 3–6)

5.1 Evidence of demand

Philosophy, Psychology and Sociology qualifications are currently available as discrete subjects at SCQF levels 5 and 6. Within this suite of Courses, Psychology is the only subject with a qualification at SCQF 4. Candidate entries show a steady demand for these qualifications at SCQF level 5 and 6 (see Appendix 3) and research confirms support for qualifications at these levels. It is therefore proposed that these Courses are directly replaced with new Curriculum for Excellence provision¹³.

The proposal is for discrete Courses in Philosophy, Psychology and Sociology at National 5 (SCQF 5) and Higher (SCQF 6).

A new Course — Social Subjects/Sciences — will be developed at SCQF level 3 and 4. The current Course of Social Subjects at Access 3 offers learners the opportunity to study in one or more of the following contexts:

- ◆ Classical Studies
- ◆ Geography
- ◆ History
- ◆ Modern Studies

Research has identified links with the health and wellbeing curriculum area, and as a result subjects from within this area (Philosophy, Sociology and Psychology) may be an option within a Social Subjects/Sciences Course.

Research also indicates that development of a Course at Access 3 and National 4 would allow the flexibility of existing Courses to be extended to a wider cohort. There is the possibility of raising the status and uptake of the subjects and providing an exit qualification for learners going on to study discrete social subjects or into further education, training or employment.

The main purpose of the new qualifications in Social Subjects/Sciences will be to prepare candidates for their role in a democratic society, helping candidates to process information, think imaginatively, work with others and understand the value of their learning to their own life experiences. As such, Social Studies/Sciences at SCQF 3 and 4 will require learners to study more than one discipline area (Classical Studies, Geography, History, Modern Studies, Philosophy, Psychology, and Sociology).

¹³ [Progress Report: Health and Wellbeing Curriculum Area](#) (May 2010)

The proposal is for a new broad based Social Subjects/Sciences Course at Access 3 (SCQF 3) and National 4 (SCQF 4). Further exploration of Social Science options at Access 3 will be undertaken.

5.2 Relationships with other SQA qualifications

Philosophy, Psychology and Sociology-related qualifications

	National Courses	National Courses	National Courses	Other
SCQF 8				Social Sciences (HND)
SCQF 7				Social Sciences (HNC)
SCQF 6	Philosophy	Psychology	Sociology	
SCQF 5	Philosophy	Psychology	Sociology	
SCQF 4		Social Subjects/ Sciences*		
SCQF 3		Social Subjects/ Sciences*		

Note: * denotes a working title. Qualifications shown in bold indicate new developments. Social Subjects/Sciences can draw from the following subject areas: Classical Studies, Geography, History, Modern Studies, Philosophy, Psychology and Sociology.

Philosophy, Psychology and Sociology in relation to other qualifications

Skills and knowledge from Philosophy, Psychology and Sociology may be applied within other National Courses in the health and wellbeing curriculum area, such as Care and Physical Education. Skills and knowledge from these subjects may also have links with qualifications in other areas curriculum areas, such as Sociology with Modern Studies; Psychology with Biology; and Philosophy with Religious and Moral Education.

Social Subjects/Sciences at Access 3 and National 4 will have clear links to National Courses in the curriculum areas of health and wellbeing (such as broad-based qualifications in Health and Wellbeing) and social studies.

5.3 Progression into and through the suite of Courses

Progression will arise from the health and wellbeing, social studies and religious and moral education experiences and outcomes. Currently, the recommended entry route for Philosophy at SCQF level 5 is from Courses or Units from the areas of Social Subjects or Religious Moral and Philosophical Studies at SCQF level 4.¹⁴ The recommended entry route for Sociology at SCQF level 5 is from individual Sociology Units, Social Subjects or English/Communications at SCQF level 4.¹⁵ This confirms that links between the curriculum areas are already recognised.

The suite of Courses provides broad general experience at Access 3 and National 4 with progression to National 5 and Higher providing opportunities for increasing specialisation and depth of learning.

The Course will also provide opportunities for learners to become successful, responsible and confident in life, work and learning and to develop important attributes and capabilities, including: respect for self and others; resilience; an enterprising attitude; enthusiasm and a willingness to learn; a sense of mental, emotional, social and physical wellbeing.

5.4 Progression from the suite of Courses

The suite of Courses will help learners to acquire and extend skills and knowledge to give them a firm foundation for future learning, employment and/or training. The suite will provide opportunities for learners to gain and extend the skills which will allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners.

Potential progression routes from the suite of Courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training.

There are well established progression opportunities from Philosophy, Psychology and Sociology into Higher National qualifications in Social Sciences or to degree programmes in each of the three subject areas.

¹⁴ Scottish Qualifications Authority (May 2007) Philosophy: Intermediate 2 Arrangements Document, Second Edition.

¹⁵ Scottish Qualifications Authority (March 2006) Sociology: Intermediate 2 Arrangements Document, First Edition

5.5 Deliverability

As far as possible, suites of Courses will be developed to facilitate bi-level delivery and assessment where appropriate.

At this stage, we do not envisage any major delivery issues. As with current Courses, there is a need for centres to provide appropriate resources and ensure that teachers' skills are refreshed on a regular basis.

5.6 Equality, equity and inclusion

It is the intention that the Courses in the suite will take account of the needs of all learners¹⁶ and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

SQA will ensure that National Qualifications are as accessible as possible to disabled learners. SQA will ensure that disability equality is fully considered in the development of these new qualifications. This will involve identifying and justifying any requirements in a qualification which may have an adverse impact on disabled learners and considering what reasonable adjustments can be made to mitigate this.

¹⁶ 'All learners' includes learners, of both sexes, and from different socio-economic backgrounds, from different ethnic, cultural and religious communities, with physical and sensory disabilities, with difficulties in aspects of communication, language and literacy, with emotional, behavioural and related access difficulties.

6 Suite of Courses — Personal Development Awards (SCQF 3–6)

6.1 Evidence of demand

Uptake for individual Units in Personal Development is high; however, uptake for Personal Development as a National Course has been low since its launch (see Appendix 4a, b).

Uptake numbers for the Social and Vocational Skills Standard Grade remain high, but are showing a downward trend. Research has also identified that this subject has no progression routes and requires refreshing.

The proposal is to provide Personal Development as an Award at SCQF levels 3 to 6. These Awards would incorporate the skills and strengths from Social and Vocational Skills. This provision will replace Personal Development and Social and Vocational Skills National Courses for the following reasons:

- ◆ Personal Development Units and Social Vocational Skills at Standard Grade have similar aims and some overlap.
- ◆ The new design rules would require Social and Vocational Skills to be unitised, if it were retained as a separate qualification. This could result in an even closer alignment with Personal Development.
- ◆ Merging the two qualifications gives opportunities for progression from SCQF 3–6.
- ◆ An Award would give increased flexibility to the qualification.

Combining the best elements of Personal Development and Social and Vocational Skills, with an added focus on literacy and numeracy skills, the new Awards will be flexible and enable centres to personalise the qualification to local circumstances. The Awards will also help pupils to develop the range of life and social skills necessary to make their way in society, while allowing candidates to foster the skills and attributes which will make them more readily employable.

It is envisaged that Awards in Personal Development will be delivered by a variety of organisations including schools, colleges, community learning and development environments, and will offer opportunities for partnership working.

As the development progresses, consideration will be given to any overlap between Awards in Health and Wellbeing and Personal Development.

6.2 Relationships with other SQA qualifications

Personal Development and related qualifications

	Awards	Skills for Work	NPA	Other
				Organisational Leadership (PDA) Strategic Management (PDA) Decision Making and Innovation (PDA)
SCQF 8				Managing Self and Others (PDA) Project Management (PDA) Leadership and Change (PDA)
SCQF 7				Enterprise and Employability (PDA) Managing Self and Others (PDA) Managing Resources and Quality (PDA) Management (HNC)
SCQF 6	Personal Development* Leadership			
SCQF 5	Personal Development* Leadership	Financial Services	Enterprise and Employability	
SCQF 4	Personal Development* Employability Safe Road User		Enterprise and Employability	
SCQF 3	Personal Development* Employability			

Note: * denotes working title. Qualifications shown in bold indicate new developments.

Personal Development Awards in relation to other qualifications

Personal Development Awards are flexible and can be contextualised for many curriculum areas. There are also links with More Choices More Chances Awards such as the Steps to Work Award at SCQF 3 and 4 which is under development.

6.3 Progression into and through the suite of Courses

The suite of Courses includes Personal Development Awards from SCQF 3 to 6 to allow vertical progression. The suite could also provide lateral progression to Awards in Leadership, Enterprise and Employability and a range of other qualifications, eg Care and Health and Wellbeing qualifications.

The Course will also provide opportunities for learners to become successful, responsible and confident in life, work and learning and to develop important attributes and capabilities, including: respect for self and others; resilience; an enterprising attitude; enthusiasm and a willingness to learn; a sense of mental, emotional, social and physical wellbeing.

6.4 Progression from the suite of Courses

The suite of Courses will help learners to acquire and extend skills and knowledge to give them a firm foundation for future learning, employment and/or training. The suite will provide opportunities for learners to gain and extend the skills which will allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners.

Potential progression routes from the suite of Courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training, such as:

- ◆ PDAs such as Enterprise and Employability
- ◆ SVQs
- ◆ Modern Apprenticeships

6.5 Deliverability

As far as possible, suites of Courses will be developed to facilitate bi-level delivery and assessment where appropriate.

At this stage, we do not envisage any major delivery issues. As with current Courses, there is a need for centres to provide appropriate resources and ensure that teachers' skills are refreshed on a regular basis.

6.6 Equality, equity and inclusion

It is the intention that the Courses in the suite will take account of the needs of all learners¹⁷ and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

SQA has a great deal of experience in enabling disabled candidates to achieve qualifications in Personal Development.

SQA will ensure that National Qualifications are as accessible as possible to disabled learners. SQA will ensure that disability equality is fully considered in the development of these new qualifications. This will involve identifying and justifying any requirements in a qualification which may have an adverse impact on disabled learners and considering what reasonable adjustments can be made to mitigate this.

¹⁷ 'All learners' includes learners, of both sexes, and from different socio-economic backgrounds, from different ethnic, cultural and religious communities, with physical and sensory disabilities, with difficulties in aspects of communication, language and literacy, with emotional, behavioural and related access difficulties.

7 Suite of Courses — Physical Education (SCQF 3–7)

7.1 Evidence of demand

Uptake numbers for Physical Education are consistently high, attracting more than 28,000 candidates every year for the last three years (see Appendix 5). Almost all secondary schools deliver qualifications in Physical Education. Engagement feedback suggests this trend is expected to continue and supports the development of a suite of Courses to inspire and challenge young people for participation in experiences in physical activities and sport, in preparation for a healthy and fulfilling lifestyle.

These Courses offer candidates the opportunity to develop practical and performance skills, underpinning knowledge and understanding, critical thinking, creative qualities and personal/interpersonal skills to work both independently and collaboratively within teams. Research is positive towards the sustainability of this suite of Courses and the contribution made to the values and principles of Curriculum for Excellence.

The proposal is to provide qualifications in Physical Education from Access 3 (SCQF 3) to Advanced Higher (SCQF 7).

The suite of Courses will provide seamless progression from the physical education, physical activity and sport experiences and outcomes. The new qualifications will be sufficiently flexible to incorporate the strengths from Standard Grade (allowing a wide range of physical activities and/or sports to be experienced) and develop improved progression through SCQF levels, as offered by current Intermediate Courses. The nature of learning in Physical Education makes it an ideal platform for developing the four capacities and creating individuals with skills for learning, life and work.

7.2 Relationships with other SQA qualifications

Physical Education and related qualifications

	National Courses	Skills for Work	Skills for Work	NPA	National Certificate	Other
SCQF 8						Applied Sports Science (HND) Fitness, Health and Exercise (HND) Professional Golf (HND) Sport and Hospitality Management (HND) Sport and Recreation Management (HND) Sports Coaching with Development of Sport (HND) Sports Therapy (HND)
SCQF 7	Physical Education					Fitness, Health and Exercise (HNC) Professional Golf (HNC) Sport and Hospitality Management (HNC) Sport and Recreation Management (HNC) Sports Coaching with Development of Sport (HNC)
SCQF 6	Physical Education			Sports Coaching Achieving Excellence in Sports Sports Development Exercise and Fitness Leadership Organising Volunteering Events in Sport Play in a Sports Environment		
SCQF 5	Physical Education	Sport and Recreation	Maritime Skills	Sports Coaching Personal Best Sports and Fitness: Individual Sports Sports and Fitness: Outdoor Sports Sports and Fitness: Team Sports	Sports and Fitness	
SCQF 4	Physical Education	Sport and Recreation	Uniformed and Emergency Services	Sports Coaching		
SCQF 3	Physical Education					

Note: Qualifications shown in bold indicate new developments.

Physical Education in relation to other qualifications

- ◆ Knowledge in anatomy, physiology and health links with science.
- ◆ Awareness of nutrition relates with Home Economics.
- ◆ Fitness and exercise has links with Care.
- ◆ There are links to broad-based qualifications in Health and Wellbeing.

7.3 Progression into and through the suite of Courses

The suite of Courses will provide seamless progression generally from the health and wellbeing experiences and outcomes, with explicit progression from experience and outcomes in the physical education, physical activity and sport organiser.

The suite of Course includes a Physical Education Course at each level from SCQF 3 to 7, to allow direct vertical progression.

The suite offers opportunities for lateral progression, such as progression to related subjects at the same SCQF level, including qualifications in sports and fitness, dance and broad-based Health and Wellbeing qualifications. It also allows learners to progress at a rate which meets their needs and aptitudes, and keeps options open so that routes are not closed off too early.

The Course will also provide opportunities for learners to become successful, responsible and confident in life, work and learning and to develop important attributes and capabilities, including: respect for self and others; resilience; an enterprising attitude; enthusiasm and a willingness to learn; a sense of mental, emotional, social and physical wellbeing.

7.4 Progression from the suite of Courses

The suite of Courses will help learners to acquire and extend skills and knowledge to give them a firm foundation for future learning, employment and/or training. The suite will provide opportunities for learners to gain and extend the skills which will allow them to progress in society as confident individuals, effective contributors, responsible citizens and successful learners.

Potential progression routes from the suite of Courses include opportunities for vertical and lateral progression to further and higher education, employment and/or training, such as:

- ◆ NPAs in sports coaching, exercise and fitness
- ◆ a range of SVQs
- ◆ National Certificates
- ◆ a range of sport and fitness-related HNCs/HNDs/Degrees
- ◆ employment in the sports and fitness industries

7.5 Deliverability

As far as possible, suites of Courses will be developed to facilitate bi-level delivery and assessment where appropriate.

At this stage, we do not envisage any major delivery issues. As with current Courses, there is a need for centres to provide appropriate resources and ensure that teachers' skills are refreshed on a regular basis.

7.6 Equality, equity and inclusion

It is the intention that the Courses in the suite will take account of the needs of all learners¹⁸ and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

SQA will ensure that National Qualifications are as accessible as possible to disabled learners. SQA will ensure that disability equality is fully considered in the development of these new qualifications. This will involve identifying and justifying any requirements in a qualification which may have an adverse impact on disabled learners and considering what reasonable adjustments can be made to mitigate this.

¹⁸ 'All learners' includes learners, of both sexes, and from different socio-economic backgrounds, from different ethnic, cultural and religious communities, with physical and sensory disabilities, with difficulties in aspects of communication, language and literacy, with emotional, behavioural and related access difficulties.

Appendix: Existing qualifications entry numbers

1. Care/ Early Education and Childcare Qualifications

Qualification	Type	SCQF level	Entries		
			2006/7	2007/8	2008/9
Care	NC	SCQF 4 (Int 1)	326	319	408
Care	NC	SCQF 5 (Int 2)	972	707	681
Care	NC	SCQF 6 (Higher)	637	611	655
Care	SGA	SCQF 5 (Int 2)	181	98	51
Care Issues for Society: Childcare	PBNC	SCQF 5 (Int 2)	98	21	68
Care Issues for Society: Older People	PBNC	SCQF 5 (Int 2)	113	52	97
Care Practice	PBNC	SCQF 6 (Higher)	331	252	213
Child, Health and Social Care	N Cert	SCQF 5	-	30	258
Health and Safety in Care Settings	PBNC	SCQF 5 (Int 2)	160	164	200
Health and Social Care	N Cert	SCQF 6	-	359	825
Health and Social Care	SfW	SCQF 6 (Higher)	-	63	474
Health Care	SGA	SCQF 6 (Higher)	15	7	5
Health Sector	SfW	SCQF 4 (Int 1)	-	-	-
Health Sector	SfW	SCQF 5 (Int 2)	-	-	-
Mental Health Care	PBNC	SCQF 6 (Higher)	372	343	405
Social Care	SGA	SCQF 6 (Higher)	59	14	16
EEC	N Cert	SCQF 6	-	417	1061
EEC	NC	SCQF 6 (Higher)	820	693	712
EEC	SfW	SCQF 4 (Int 1)	391	468	1123
EEC	SfW	SCQF 5 (Int 2)	212	335	588
Play in EEC	PBNC	SCQF 6 (Higher)	284	241	245
Playwork and Childcare	NPA	SCQF 5	-	42	237

2. Home Economic Qualifications

Qualification	SCQF level	Entries		
		2006/7	2007/8	2008/9
HE: Fashion and Textiles Tech.	SCQF 3 (Acc 3)	2	5	7
HE: Fashion and Textiles Tech.	SCQF 4 (Int 1)	415	535	473
HE: Fashion and Textiles Tech.	SCQF 5 (Int 2)	86	88	108
HE: Fashion and Textiles Tech.	SCQF 6 (Higher)	88	126	181
HE: Health and Food Tech.	SCQF 3 (Acc 3)	854	865	114
HE: Health and Food Tech.	SCQF 4 (Int 1)	591	491	453
HE: Health and Food Tech.	SCQF 5 (Int 2)	252	265	301
HE: Health and Food Tech.	SCQF 6 (Higher)	775	755	733
HE: Health and Food Tech.	SCQF 7 (AH)	25	32	20
HE: Lifestyle and Consumer Tech.	SCQF 3 (Acc 3)	35	46	68
HE: Lifestyle and Consumer Tech.	SCQF 4 (Int 1)	829	730	790
HE: Lifestyle and Consumer Tech.	SCQF 5 (Int 2)	139	90	111
HE: Lifestyle and Consumer Tech.	SCQF 6 (Higher)	208	232	294
Home Economics	SCQF 3-5 (SG)	7285	6704	6275
Hospitality: Practical Cookery	SCQF 3 (Acc 3)	-	-	742
Hospitality: Practical Cookery	SCQF 4 (Int 1)	4297	5117	5684
Hospitality: Practical Cookery	SCQF 5 (Int 2)	4049	4326	4876
Hospitality: Creative Cake Production	SCQF 5 (Int 2)	285	417	492
Hospitality	SCQF 4 (SfW Int 1)	-	19	128
Hospitality	SCQF 5 (SfW Int 2)	-	-	90

3: Philosophy, Psychology and Sociology Qualifications

Qualification	SCQF level	Entries		
		2006/7	2007/8	2008/9
Philosophy	5	205	244	274
Philosophy	6	845	813	906
Psychology	4	109	158	117
Psychology	5	529	480	543
Psychology	6	2598	2485	2763
Sociology	5	186	215	150
Sociology	6	606	736	740

4. (a) Personal Development Units

Personal Development Units	SCQF level	2008/9	2009/10*
Personal Development: Self Awareness	3	67	103
Personal Development: Self Awareness	4	364	555
Personal Development: Self Awareness	5	256	187
Personal Development: Self Awareness	6	106	125
Personal Development: Self in Society	3	248	288
Personal Development: Self in Society	4	501	510
Personal Development: Self in Society	5	250	156
Personal Development: Self in Society	6	114	136
Personal Development: Self and Work	3	210	261
Personal Development: Self and Work	4	352	579
Personal Development: Self and Work	5	136	248
Personal Development: Self and Work	6	87	125
Personal Development: Practical Abilities	3	161	197
Personal Development: Practical Abilities	4	201	310
Personal Development: Practical Abilities	5	134	91
Personal Development: Practical Abilities	6	94	125

* Up to 28 February 2010

4. (b) Personal Development/Social and Vocational Skills Qualifications

Qualification Name	Type	Level	Entries		
			2006/7	2007/8	2008/9
PD: Employability Award	EA	SCQF 3	-	-	-
PD: Employability Award	EA	SCQF 4	-	-	-
Personal Development	NC	SCQF 3 (Acc 3)			55
Personal Development	NC	SCQF 4 (Int 1)			70
Personal Development	NC	SCQF 5 (Int 2)			25
Personal Development	NC	SCQF 6 (Higher)			73
Social and Vocational Skills	NC	SCQF 3-5 (SG)	3191	2840	2735
Leadership	Award	SCQF 5	-	-	-
Leadership	Award	SCQF 6	-	-	-
Enterprise and Employability	NPA	SCQF 4	-	-	-
Enterprise and Employability	NPA	SCQF 5	-	-	-
Safe Road User	Award	SCQF 4	-	-	-
Financial Services	SfW	SCQF 5	17	55	57

5. Physical Education Qualifications

Qualification Name	Type	Level	Entries		
			2006/7	2007/8	2008/9
Physical Education	NC	SCQF 3 (Acc 3)	243	189	286
Physical Education	NC	SCQF 4 (Int 1)	1303	1403	1522
Physical Education	NC	SCQF 5 (Int 2)	3494	3631	4041
Physical Education	NC	SCQF 6 (Higher)	4630	4914	5299
Physical Education	NC	SCQF 7 (AH)	61	78	86
Physical Education	NC	SCQF 3-5 (SG)	18686	18532	17034
Fitness and Exercise	PBNC	SCQF 5 (Int 2)	35	24	26
Fitness and Exercise	PBNC	SCQF 6 (Higher)	62	40	44
Leading Sports Activities	PBNC	SCQF 5 (Int 2)	7	22	23
Sports and Fitness	N Cert	SCQF 5	-	-	-
Sports Coaching (combined)	NPA	SCQF 4	-	879	2974
Sports Coaching (combined)	NPA	SCQF 5	-	147	372
Sports Coaching (combined)	NPA	SCQF 6	-	-	22
Achieving Excellence in Sports	NPA	SCQF 6	-	-	-
Sports Development	NPA	SCQF 6	-	-	-
Exercise and Fitness Leadership	NPA	SCQF 6	-	-	-
Organising Volunteering Events in Sport	NPA	SCQF 6	-	-	-
Play in a Sports Environment	NPA	SCQF 6	-	-	-
Sports Coaching Studies	PBNC	SCQF 6 (Higher)	76	42	70
Sports and Recreation	SfW	SCQF 4 (Int 1)	63	320	405
Sports and Recreation	SfW	SCQF 5 (Int 2)	7	50	158
Sports Organisation	PBNC	SCQF 6 (Higher)	7	21	-
Maritime Skills	SfW	SCQF 5	-	-	-
Uniformed and Emergency Services	SfW	SCQF 4	-	-	51