

introducing essential skills: adding value to qualifications



 SQA

This leaflet shows how you might think about and promote the ideas of enterprise, employability, sustainable development, and citizenship when you are developing qualifications. It outlines the key features of each area, and provides a few simple suggestions on how to include these essential skills in your development.

Key features of each area

The distinction between each area, and between the different features of the same area, is not always clearly defined. Some overlap exists and many of the skills are also Core Skills or Skills for Learning, Skills for Life, and Skills for Work.

Enterprise

Enterprise skills develop individuals for the world of employment in all its diversity, not just for a specific occupation. Enterprise includes entrepreneurial activity and self-employment, encouraging individuals to participate fully in enterprise activities, be innovative in their approach, create opportunities for self-development, and participate in lifelong learning.

Enterprise has five main components:

- Enterprising values
- Experience of enterprise environment
- Entrepreneurial activities
- Career development
- Self-awareness and improvement

Employability

Employability skills are a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupation. Employability includes areas such as effective time management, planning and organising, the ability to work with others to achieve a common goal, and to manage and be managed by others.

The six key components of employability are:

- Self-management
- Team working
- Employer and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of IT

Sustainable development

Sustainable development is about recognising our environment and actively working to improve it, both locally and globally. It is about seeking to meet the needs of the present without compromising the ability of future generations to meet their own needs.

The six key components of sustainable development are:

- Interdependence
- Carrying capacity
- Uncertainty and precaution
- Joined-up thinking
- Participative working
- Reflective practice

Citizenship

Citizenship is the exercise of rights and responsibilities within communities at local, national and global levels. It is about making informed decisions, and taking thoughtful and responsible action, locally and globally.

Citizenship has six key components:

- Community involvement
- Rights and responsibilities
- Equity and justice
- Diversity
- Decision making
- Effective contribution





These skills should be an integral part of your thinking when writing a Unit, influencing how you approach the writing, the content of the Unit and what you expect from the practitioner who delivers the Unit. Incorporating essential skills in qualifications means Unit writers looking for opportunities within the Course for the learner to engage with the principles of enterprise, employability, sustainable development, and citizenship.

Your role is to enable the practitioner to encourage understanding and application of the key components of the essential skills and wherever possible to incorporate this into your Unit writing.

Some examples from each area might be:

- Enterprising values — encourage self-confidence, belief in ability and a positive ethos
- Experience of enterprise environment — provides appreciation of different working environments, organisational culture, policies and processes, and stakeholders
- Entrepreneurial activities — encourage use of initiative, creative thinking and problem solving
- Career development — provides an understanding of development needs, interests, motivations, aspirations and careers, roles in workplace, and progression routes
- Self-awareness and improvement — provide an opportunity for learning by experience, focused on activities and achievements



- Self-management – encourages resilience, accepting responsibility, flexibility, self-starting, appropriate assertiveness, and effective time management
- Team working – provides awareness of interdependence with others and the opportunity to manage or be managed
- Employer and customer awareness – encourage customer satisfaction and building customer loyalty
- Carrying capacity – provides an understanding that there are limits to the world's resources and the ways in which the world can develop
- Uncertainty and precaution – encourage a cautious approach to the welfare of our planet
- Community involvement – provides understanding of the roles and contribution of voluntary organisations to society, and the individual's role in the community

- Rights and responsibilities – encourage understanding of politics and political systems, human rights, and the rights of freedoms
- Equity and justice – encourage recognition that any intervention must benefit people in an equitable way

You may find it useful to refer to the SQA document *Using the Curriculum Tools for Enterprise, Employability, Sustainable Development, and Citizenship: A Guide for Unit Writers* (May 2009). This gives additional clarification of where softer, less definable skills can be encouraged in Unit development and more comprehensive descriptions of the key features.



areas to focus on

It is important for Unit writers to consider how a Unit fits into the 'bigger picture' and to encourage connections to be made with other aspects of the curriculum or learning programme. Think about how the focus of the Unit is affected by, is supported by, and has influence upon the environment and wider community, including business (public, private and voluntary workplaces). Try to include and recommend suitable contexts for delivery such as the use of case studies and e-learning.

Many benefits arise by enabling learners to plan, deliver and evaluate aspects of their own education. Consider how to encourage learners to take a more active role, such as planning an event or visit, organising a group activity, or critiquing their own or others' performance in a team task.

There are numerous opportunities to link with business, entrepreneurs and the wider community, and significant benefits to be gained by encouraging such connections. Think about how to build in

opportunities for visits to, and receiving visits from, outside organisations, targeted clearly on enhancing and bringing to life aspects of the Unit.

Learners should be encouraged to seek widely to provide evidence of enterprise, employability, sustainable development, and citizenship as they relate to their area of learning. Unit writers should try to build in flexibility, and to allow for a range of evidence to be sought.

Support notes can be the place for suggestions and examples of more creative approaches to learning. Consider pointing the practitioner towards useful, relevant and innovative resources.

Some general sources of information on enterprise, employability, sustainable development, and citizenship are suggested for further reference.

Key documents

- *Skills for Scotland, A Lifelong Skills Strategy*, The Scottish Government (2007) www.scotland.gov.uk/Publications/2007/09/06091114/0
- *Determined to Succeed: A Review of Enterprise in Education*, Scottish Executive (2002) www.scotland.gov.uk/Publications/2002/12/15980/15408
- *Determined to Succeed: definitions of the four strands of Enterprise in Education*, Learning and Teaching Scotland (2008) www.ltscotland.org.uk/enterpriseineducation/about/index.asp
- *More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education Employment or Training in Scotland*, The Scottish Executive (2006) www.ltscotland.org.uk/enterpriseineducation/images/More%20choices%20more%20chances_tcm4-453400.pdf
- *Curriculum for Excellence: Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work*, The Scottish Government (2009) www.scotland.gov.uk/Publications/2009/10/16155220/0
- *A Curriculum for Excellence – The Curriculum Review Group*, The Scottish Government (2004) www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf
- *Choosing our Future: Scotland's Sustainable Development Strategy*, The Scottish Government (2005) www.scotland.gov.uk/Publications/2005/12/1493902/39032

- *Education for Citizenship in Scotland: A Paper for Discussion and Development*, Learning and Teaching Scotland (2002) www.ltscotland.org.uk/Images/ecsp_tcm4-122094.pdf
- *Time well spent: Embedding employability in work experience*, CBI (2007) www.cbi.org.uk/pdf/time_wellspent.pdf
- *Quality Indicators in Enterprise Education*, Her Majesty's Inspectorate of Education (2004) www.hmie.gov.uk/documents/publication/hgiosqieie.html
- *Making the Difference: Enterprise in Education*, Scottish Government (2006) www.scotland.gov.uk/Publications/2006/01/17094812/0

Online support

- Determined to Succeed: www.determinedtosucceed.co.uk
- Curriculum for Excellence: www.ltscotland.org.uk/curriculumforexcellence/
- Learning and Teaching Scotland: www.LTScotland.org.uk
- HM Inspectorate of Education: www.hmie.gov.uk/hmiegoodpractice
- Skills Development Scotland: www.skillsdevelopmentscotland.co.uk
- Sustainable Development Commission Scotland: www.sd-commission.org.uk/scotland.php



Business Development

T: 0303 333 0330 E: mycentre@sqa.org.uk W: www.sqa.org.uk/businessdevelopment
ED5298 June 2010