

Skills for Work Courses

A Review of the First Year of the Pilot

December 2006

NQ
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**Skills for Work
Courses**

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1 Introduction

Following the Scottish Executive's publication of *A Curriculum for Excellence* in November 2004, SQA readily accepted the challenge to 'Deliver a new course and qualification in learning about skills for work for 14–16 year olds by 2007'.

This report provides a review of the first year of the pilot introduction of Skills for Work Courses across Scotland in 2005–06. It charts the development of these exciting new Courses, and provides evaluative feedback on their implementation to date.

Based on the wealth of intelligence gained during this first year, we have been able to draw a number of conclusions, which are detailed in this report. They have helped shape the next steps in the continuing development of Skills for Work Courses. Of particular note is the very positive feedback from learners, and deliverers, on the practical experiential nature of the learning and assessment processes.

We would like to take this opportunity to thank everyone who has participated in the Skills for Work pilot, and who has contributed to the acknowledged success of the pilot to date.

We look forward to working with you in the future as we move from pilot to mainstream delivery of these Courses.

John Young
Director of Qualifications
December 2006

2 Background to Skills for Work

In 2002 the Scottish Executive held a major National Debate to gather the views of the people of Scotland on Scottish education. The consultation revealed that while many features of the present curriculum were valued, changes should be made in specific areas. Two of the recommendations which emerged were to:

- achieve a better balance between 'academic' and 'vocational' subjects and include a wider range of experiences
- equip young people with the skills they will need in tomorrow's workforce

A Review Group was established in November 2003 with the task to identify the purposes of education from 3 to 18 years old and the principles for the design of the curriculum. The result of this work was *A Curriculum for Excellence*, which produced a key commitment from the Scottish Executive to:

'We will deliver a new course and qualifications in learning about skills-for-work for 14-16 year olds by 2007'. (*A Curriculum for Excellence* — ministerial response, Scottish Executive, November 2004.)

While this work was going on, schools and colleges were embracing the aims of *Determined to Succeed* (the Scottish Executive's strategy for enterprise in education) 'to help young people develop self confidence, self reliance and ambition to achieve their goals — in work and life'.

In keeping with the aims of *Determined to Succeed* and *A Curriculum for Excellence* SQA began developing a new type of National Course which was vocational in nature and practical in its application.



'Every youngster deserves the chance to realise their full potential and that's why it's vital that we have a range of Courses and qualifications which meet their needs, keep them engaged and equip them with the skills they need for their future success whether that is in employment or further study.'

Peter Peacock, Education Minister

Agreement was reached with the Scottish Executive for the phased introduction of these new Courses in a fully supported pilot. Courses would be subject to normal SQA quality assurance processes and successful completion would be reported in the normal way on candidates' Scottish Qualifications Certificates.



'Skills for Work Courses allow young people of *all abilities* to gain valuable and recognised qualifications while also learning employability and vocational skills that may boost their future employment prospects or lead to further education.'

Peter Peacock, Education Minister

Phase 1

Five Courses were developed for use in Session 2005–06:

- Construction Crafts — Intermediate 1
- Sport and Recreation — Intermediate 1
- Early Education and Childcare — Intermediate 1
- Early Education and Childcare — Intermediate 2
- Financial Services — Intermediate 2

Phase 2

A further five Courses would be developed and piloted in 2006–07:

- Practical Experiences: Construction and Engineering — Access 3
- Rural Skills — Intermediate 1
- Hairdressing — Intermediate 1
- Construction Crafts — Intermediate 2
- Sport and Recreation — Intermediate 2

Following the success of Phase 1 Courses and the enthusiasm for the development of further Courses, the Scottish Executive agreed that work begin on three new Courses to be launched for August 2007:

- Hospitality and Catering — Intermediate 1
- Engineering — Intermediate 1
- Health and Social Care — Higher

The Skills for Work Courses were developed within a framework of nationally-agreed design principles and were overseen by National Steering Groups and Design Teams that included sector representatives.

Management of the pilot at national level has been conducted through the SEED Vocational Education Development Steering Group (VEDSG), and the Skills for Work Pilot Management Group (PMG) — a sub-group of the wider VEDSG.

Both groups comprise members from a wide range of organisations — the Scottish Executive Education Department (SEED), SQA, Her Majesty's Inspectors of Education (HMIe), the Scottish Further Education Unit (SFEU), the Scottish Executive's Enterprise Transport and Lifelong Learning Department (ETLLD), schools, colleges and education authorities.

SQA has supported, managed and monitored the development of the Courses at all stages.

The Vocational Education Development Steering Group endorsed a generic rationale for Skills for Work Courses. The agreed rationale was used as a template by development teams to produce subject-specific rationales for each Skills for Work Course.

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability



'The initiative will give young people a better understanding of what employers are looking for in terms of skills and abilities.'

Hugh McCafferty

Area Manager of the CITB and member of Vocational Education Development Steering Group

A key feature of these Courses is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience.

In the process of completing these Courses candidates develop a range of generic employability skills and abilities. They will be actively involved in producing evidence to show that they have acquired these skills and abilities in a variety of different contexts. These employability skills and abilities will help candidates to become successful learners, confident individuals, responsible citizens and effective contributors, as outlined in the *A Curriculum for Excellence*.

3 The pilot

A two-stage gateway process for participation in the pilot was operated. The first stage involved SEED entering into pilot agreements with local authorities and four independent centres. The second stage involved potential delivery centres in partnerships seeking approval from SQA to offer the pilot Courses.

Successful launch events were held for each of the Phase 1 Courses in May 2005. A local authority information and support event was held in December 2005.

Twenty-one local authorities were involved in Phase 1 of the pilot, with 40 centres delivering the Courses. This number was made up of 29 colleges, two training providers, seven schools (including two independent schools) and two prisons.

Three colleges worked with more than one local authority. 1466 candidates were entered for the five Phase 1 courses.

Thirty-one local authorities have signed agreements with SEED to participate in Phase 2 of the pilot. It is anticipated that a further 4,000 candidates will be undertaking Skills for Work Courses during session 2006–07.

Additional launch events were held for the Phase 2 Courses in April and May 2006.

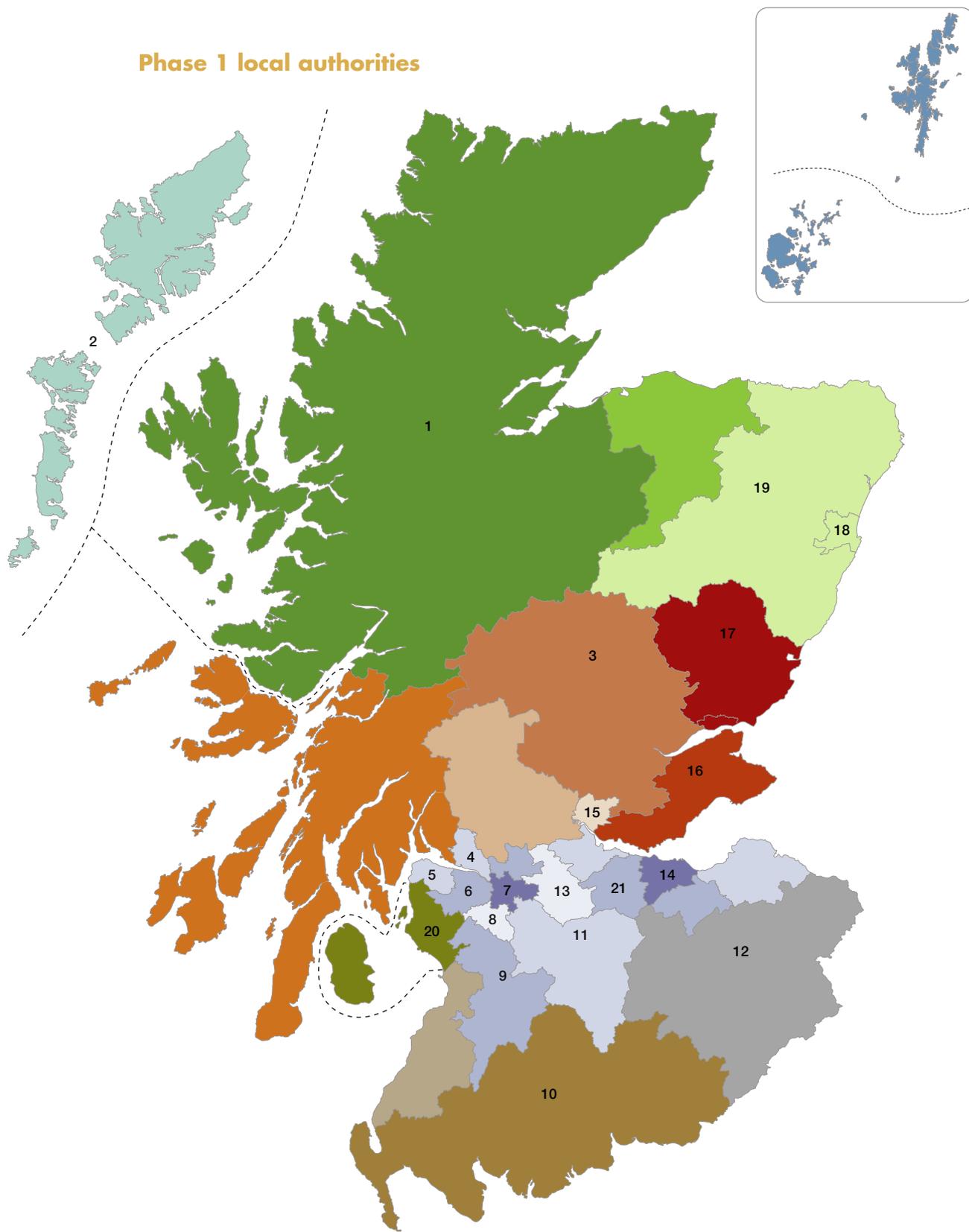
All Phase 1 pilot centres participated in the evaluation of the pilot being conducted by the National Foundation for Educational Research (NFER).

HMIe also conducted supportive evaluation visits.

The number of delivery centres in each Phase 1 local authority

1 Highland 2 Colleges 1 School	6 Renfrewshire 1 College	11 South Lanarkshire 3 Colleges	16 Fife 2 Colleges 1 School
2 Western Isles 1 College	7 Glasgow City 5 Colleges 1 School 1 Training Provider	12 Scottish Borders 1 School	17 Angus 1 College
3 Perth and Kinross 1 College	8 East Renfrewshire 1 College	13 North Lanarkshire 3 Colleges	18 Aberdeen City 1 College 2 Schools
4 West Dunbartonshire 1 College 1 School	9 East Ayrshire 1 College	14 City of Edinburgh 2 Colleges 1 School	19 Aberdeenshire 2 Colleges
5 Inverclyde 1 College	10 Dumfries & Galloway 1 College	15 Clackmannanshire 1 College 2 Training Providers	20 North Ayrshire 1 College
			21 West Lothian 1 College

Phase 1 local authorities



The delivery Centres worked in partnership with approximately 140 schools and a small number of training providers.

4 Delivery models

In order to join the pilot, local authorities who applied to participate had to provide SEED with details of their proposed delivery models.

Various delivery models emerged during Phase 1:

- The most common delivery model during year 1 of the pilot has involved schools working in partnership with a local college
- Two schools in the pilot are delivering some of the Units in a Course, while their partner college is responsible for delivering the remaining Units
- Two schools are working in partnership with local employers. Both schools are a considerable distance from their local college, and it was more appropriate for them to deliver the Course locally
- Two schools are working in partnership with a training provider
- Four schools have workplace facilities on site, with school staff delivering the Courses



‘It was good to be doing some practical work.’

Construction Crafts candidate

'You get out of the Course what you put into it. I feel a lot fitter with a permanent knowledge on how to improve my fitness as well as anyone else who I may help.'

Sport and Recreation candidate



Usually, centres aimed to complete the Course over two years, with candidates attending college for a half day each week over a two-year period. However, a small number of centres worked towards completion of the Course over one year as detailed below:

- Colleges offered Courses as part of a full-time programme over a one-year period. Candidate placement/work experience formed a complementary extension to these Courses
- A college offered the Course in one year, with candidates given extended time — normally one full day per week — to attend college. This arose as a practical solution to issues about travel time and associated costs to the partnership, where distance between the school and college had to be addressed

The Candidates

Quantitative and qualitative information on all candidates undertaking Phase 1 Courses was gathered and analysed.

Chart 1

Total candidate entries per Phase 1 Course

Total numbers — As at 30 June 2006, 1,466 candidates were entered for the five Phase 1 Skills for Work Courses.

It is anticipated that an additional 4,000 candidates will join the pilot in session 2006–07, undertaking the five new Phase 2 Courses, and forming additional cohorts for existing Phase 1 Courses.

Chart 2

Candidate age groups across all Phase 1 Courses

Age — Skills for Work Courses were primarily designed for 14–16 year-olds. However, candidates from other age groups have participated in the pilot.

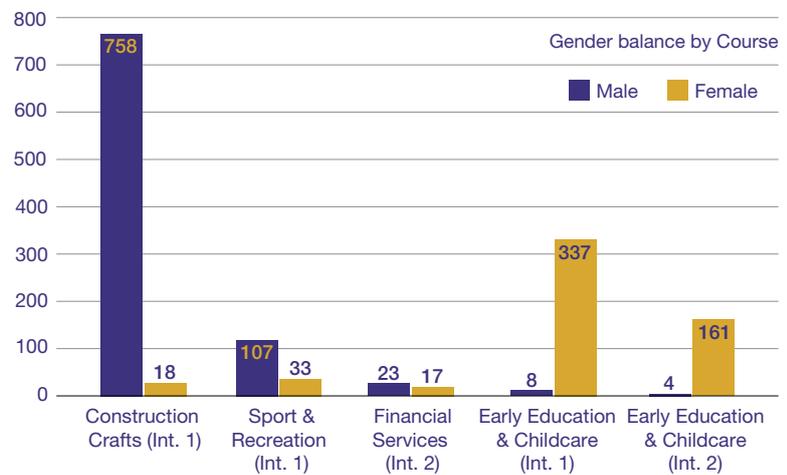
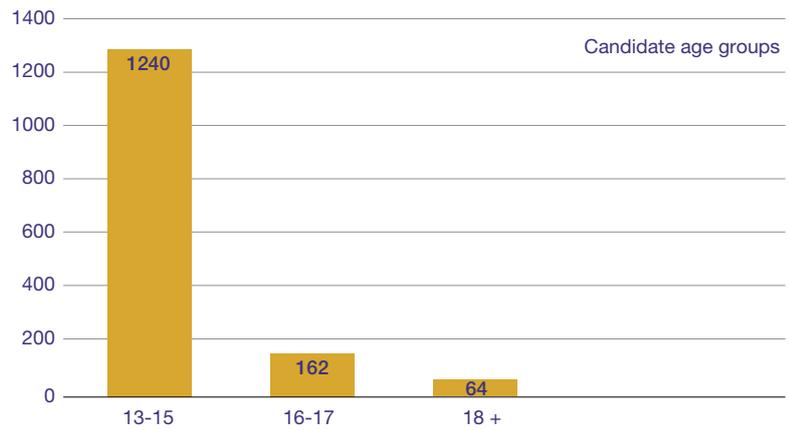
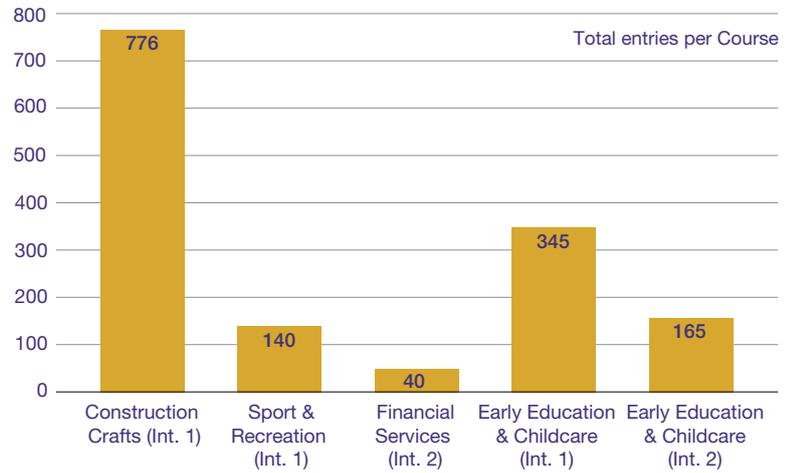
Three colleges offered Early Education and Childcare as one-year full-time courses. This largely accounts for the proportion of non-school-based candidates in the data.

Chart 3

Candidate gender balance — all Phase 1 Courses

Gender — In the first year of the pilot, 2% of candidates working towards Construction Crafts at Intermediate 1 were female, while 2% of the candidates working towards Early Education and Childcare at Intermediate 1 and Intermediate 2 were male.

23% of candidates working towards Sport and Recreation at Intermediate 1 were female.



5 Communication and support

During year one, Development Managers and their Qualification Managers organised support events for deliverers of Phase 1 Courses. At least two events were arranged in each vocational area. The aims of the events were to support delivery and provide an opportunity to share good practice.

Communication and support from SQA was a key feature of the pilot that was much appreciated by stakeholders. This was confirmed by positive feedback following the many events and visits conducted throughout the year.

A Skills for Work information leaflet and dedicated web pages were designed to provide information to potential candidates, parents and pilot centre staff. Links from SQA's 'e-zine' e-mail newsletter were created where appropriate.

The first edition of the *Skills for Work Update* newsletter was distributed to all Skills for Work stakeholders in May 2006. Further editions will be available throughout 2006–07.



Project Managers made a series of Skills for Work information presentations for Careers Scotland Area Managers and advisers.

Each vocational area was allocated a subject specific Development Manager (DM). Their responsibilities during the pilot included visiting each presenting centre to:

- provide specialist support on the interpretation of the Course specification
- provide a communication channel between the centre and SQA
- provide advice and guidance on the delivery and assessment of employability skills
- report examples of innovative practice
- provide information to the centre on any developments relating to the Course
- gather information about the delivery of the Course and note recommendations for the development team
- report the outcome of the visit to SQA and the centre

A total of 92 Development Manager support visits was made to the 40 presenting centres across all vocational areas.

'A very valuable day. I feel more confident returning to school and progressing with the Course and also delivering assessment. Networking was great and I have many ideas now.'

Early Education and Childcare deliverers' event

Data management

Operational guidance was developed to support pilot centres. Guidance included details of the required approval process, data management arrangements, and pricing.

Year one of the pilot highlighted the need for accurate and accessible data on centres and candidates undertaking Skills for Work Courses. The information was used by SQA to plan delivery support and quality assurance activities.

During the continuing pilot phases, accurate statistical information on a range of quantitative and qualitative data will be required by SQA for pilot management and evaluation purposes.

The operational guidance for centres, and the data monitoring mechanisms, are being reviewed for Phase 2.

External Verification

A team of 15 vocationally-specific Skills for Work External Verifiers (EVs) was established, drawn from our existing pool of experienced External Verifiers.

Tailored Skills for Work induction training was provided for the EV team, with the emphasis being placed on the internal assessment and external verification of the integrated employability skills within each Course.

The fact that there was a proportionally higher number of Construction Crafts External Verifiers (11) reflected the variety of verification groups into which the 'trade specific' Units in this Course were placed.

Note on terminology

SQA has rationalised the use of the terms 'moderation' and 'verification'. From July 2006, the process of external moderation will be referred to as external verification. Terminology used in this report reflects this change.

The external verification model adopted for the pilot had several key features:

- All external verification activity to be carried out via visits
- All centres to be visited

In line with SQA's routine external verification activity, EV visits to pilot centres were supportive in nature. Where issues were encountered, these were discussed and resolved.

To facilitate collation of feedback across all vocational areas, EVs were asked to arrange their visits within agreed time frames. Initial visits were scheduled between January and March 2006.

A Skills for Work Pilot EV report form was developed. The format allows EVs to make specific comments on employability skills, National Assessment Bank items (NABs) and other aspects of the Skills for Work assessment processes.

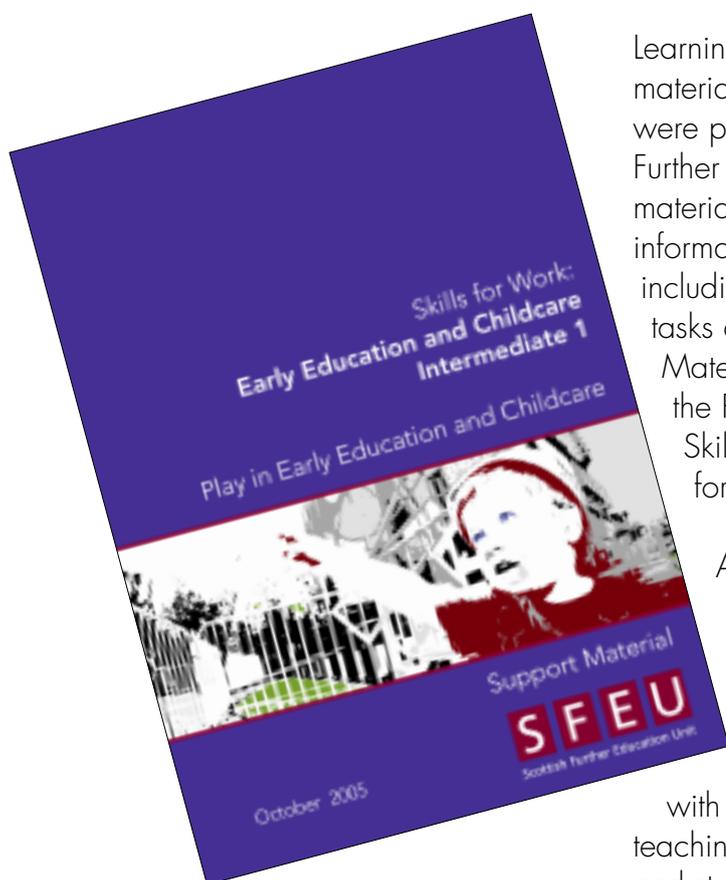
Lead Verifiers' reports will be available in November to Phase 1 pilot centres and other stakeholders on the Skills for Work web pages. These reports outline key findings and advice following EV activity in each Skills for Work vocational area over the year.

A second round of EV visits will be undertaken between August and December 2006, with a final round of visits taking place between March and June 2007.

Thirteen Phase 1 centres worked towards completion of their Skills for Work Courses within one year. An additional round of EV visits was scheduled between April and June 2006 to support these centres.

To provide full support for centres delivering Courses over one year, Units that were not externally verified during the two scheduled EV visits will be retrospectively verified in October 2006. Centres involved were alerted to retain the appropriate candidate evidence.

Support from partners



Learning and teaching support materials for each vocational area were produced by the Scottish Further Education Unit. These materials provide a wealth of information for teaching staff, including lesson outlines, candidate tasks and practical activities.

Materials are being developed for the Phase 2 Courses along with Skills for Work Induction Packs for use by delivery centre staff.

Additional valuable support for participating centres was provided by HMle. Each centre offering Phase 1 Course(s) had an evaluation visit by HMle with a focus on learning and teaching, guidance and support, and student progress and achievement.

A summary of HMle evaluation findings was presented to stakeholders at a joint SEED/HMle Skills for Work Good Practice Conference on 19 June 2006.

'The centre is delighted with the material that has been presented.'

6 Certification August 2006

The majority of pilot centres in Phase 1 are delivering the Skills for Work Courses over two years. However, a small number of centres delivered Courses in a shorter period of time.

208 Phase 1 Courses were successfully completed by 188 candidates, and were certificated on 8 August 2006.

Courses were completed in three of the four vocational areas. All centres offering Financial Services (Intermediate 2) are delivering the Course over two years.

'I enjoyed going to college. It made me more confident with other people and myself.'

Early Education and Childcare
Intermediate 1 candidate



7 Feedback

Throughout the first year of the pilot, SQA collated feedback received from a range of sources that included:

- Development Manager centre visit reports
- External Verifier reports
- subject support events
- local authority events
- Project Manager visits to local authorities
- discussions with colleagues in national agencies: SEED, HMle, SFEU, the Association of Scottish Colleges (ASC), Learning Teaching Scotland (LTS), Sector Skills Development Agency (SSDA), Sector Skills Councils (SSCs)

Course evaluation focused on five key areas: Course structure and Unit specifications; National Assessment Bank items; SFEU support materials; employability skills; and candidate feedback.

Comments were categorised in these areas, and a database was created to support the review process.

Filtered extracts from the database provided Qualification Managers and Development Managers with a focus for the review process in their vocational areas.



'I found myself being much more aware of dangers in the workplace as well as the gym. I feel much more confident in my abilities at the gym since completing the Course. Well worth completing.'

Sport and Recreation candidate

Feedback on Courses and support materials

Feedback from all strands of evaluation activities during the first year of the pilot indicates strong support from centres and local authorities for the new Courses.

Candidate and deliverer reaction has been very positive.

There was wide satisfaction expressed regarding the availability and usefulness of the SFEU support materials for Phase 1 Courses.

Some comments were made by deliverers (and candidates) on the level of language used in some packs, and the appropriateness of some of the illustrations used.

There is a high level of interest and demand for more Skills for Work Courses, both within and outwith the educational sector (eg Sector Skills Councils).

Local authorities and centres acknowledge that Skills for Work Courses are filling an identified gap in the curriculum.

External Verifiers confirmed the validity of assessment processes across all Phase 1 Courses. Useful advice was given by EVs on the integration, assessment and recording of employability skills.

The opportunity was taken to survey all candidates due to complete their Skills for Work Courses in session 2005–06.

325 candidates were surveyed across 13 centres. 225 completed questionnaires were available for analysis, representing a return rate of 69.23%.

The overall results of the survey, conducted in May 2006, were extremely positive.

97.8%
enjoyed their Skills for Work Courses

98.2%
agreed that they had learnt about working with others

94.7%
acknowledged they had learnt about what happens in the workplace

92.9%
learnt to review their own work

94.7%
learnt about the skills and attitudes employers want

A full summary of the questionnaire is available on the SQA website:
www.sqa.org.uk/skillsforwork



'I have enjoyed the Course, especially the practical work and I intend to keep working with kids in the future.'

Early Education and Childcare — Intermediate 2 candidate

'This is the best education I have had.'

Construction Crafts candidate



Feedback on practicalities

As part of the review process, local authorities participating in the pilot were visited by an SQA Project Manager.

Local authorities have faced a number of different challenges during the pilot:

- funding
- capacity
- timetabling
- candidate selection

Funding

Concerns were raised about the long term funding for Skills for Work Courses.

The principal source for funding for college courses is their funding body, the Scottish Funding Council. A range of additional funding sources is used by some local authorities to either supplement this funding or to fund different partnership models, e.g. school/private training provider, that have operated successfully during the first year of the pilot. These have included City Vision, Determined to Succeed, European Social Funds and Regeneration Funding.

There were examples of where local authorities and delivering centres needed to clarify, and agree, who is responsible for the funding of specific aspects of Courses, e.g. transporting pupils from the school to the college, and staff salaries for those accompanying the pupils to and from the delivering Centre (It should be noted that the Executive's strategy and guide for school and college partnership *Lifelong Partners* makes clear that local authorities are responsible for these costs).

Opportunities

In some instances, schools who had individually offered vocational programmes with a partner college had seen opportunities to access provision decrease as the same number of places in that college was made available to all schools in the area.

Capacity

The majority of local authorities participating in Phase 1 of the pilot already established school/college partnership prior to the pilot. Across authorities, pupils have undertaken Scottish Progression Awards, National Certificate Units and college-devised programmes.

All local authorities visited were very supportive of the new Courses and felt that Skills for Work filled a gap in the range of qualifications offered by SQA.

However, concern was expressed that due to the increase in the number of candidates wanting to participate in the Skills for Work Courses, colleges would not be able to offer sufficient places in the future.

Local authorities have worked hard to try to address this challenge by using a range of different strategies such as:

- Refurbishment of existing classrooms/outdoor areas to provide sufficient resources, eg classrooms are being refitted as hairdressing salons. The college lecturer will then deliver the Course in the school. Depending on the distance between secondary schools, this provision may be used by neighbouring schools
- Specialist units are being built to accommodate pupils from a wide geographical area, eg Aberdeenshire Council has recently adapted an industrial unit into a construction workshop for use by pupils in the local area

Timetabling

If a local authority had a common timetable structure for all its secondary schools, there appeared to be little difficulty with allocating space within those timetables for Skills for Work Courses.

However, many schools operate their own timetabling structure. This resulted in cases where pupils missed other subjects in order to attend college, lecturers struggling to complete delivery of Courses when pupils are withdrawn to sit examinations or go on study leave, pupils having difficulties with transport from the school to college etc. These are not new issues, but

there was recognition that they need to be addressed if Skills for Work Courses are to remain sustainable in the long term.

Candidate selection

Across the pilot centres, there were many examples of enthusiastic candidate groups who had benefited from well managed and appropriate selection processes. However, Development Managers and External Verifiers reported that some presenting centres experienced difficulties with candidates who lacked motivation or whose behaviour in class was inappropriate.

Deliverers expressed the view that this may have been due to, in some instances, not all partners being involved in the selection of candidates.

In exceptional circumstances, candidates have had to be withdrawn from classes.

NFER and HMLe also raised candidate selection as an area of concern. Guidance was sent to centres highlighting the issue and reinforcing the importance of appropriate candidate selection procedures.



'This Course has given me knowledge that I can use in future. It has also given me confidence and independent experiences which I feel have helped me very much. I feel this Course is very positive for someone looking to work with children.'

Early Education and Childcare candidate

8 Conclusions

Implementation of Phase 1 Skills for Work Courses has been successful

- Local authorities have welcomed the introduction of the new Courses. Thirty-one local authorities have signed-up for Phase 2 of the pilot
- The candidates surveyed confirmed that the Courses had provided them with meaningful, and enjoyable, practical experiences
- Many candidates commented on a growth in personal confidence and an understanding of the relevance of the integrated employability skills in the Course

There is wide support for the Skills for Work model

- Feedback on the Skills for Work rationale and Course structure has been very positive
- Curriculum managers and deliverers have welcomed the new Courses, which are meeting the needs of a range of stakeholders
- There is widespread appreciation of the relevance of integrated employability skills



'I think this Course has been so worthwhile for our students. It has had the spin-off of being exciting for colleagues and helping them to develop new skills, particularly our Nursery Nurses who have acted as Mentors.'

Dr Judith McClure, Head Teacher,
St. George's School for Girls, Edinburgh

Support for pilot centres has contributed to the success of Phase 1

Local authorities, centres and delivery staff have welcomed the high level, and quality, of support provided. Positive feedback was received from a range of stakeholders regarding:

- Development Manager, External Verifier and Project Manager visits
- SFEU learning and teaching support materials
- deliverers' events
- National Assessment Bank items

Partnerships are facing a number of challenges

- Uncertainty regarding continuity of local authority funding sources and transport related issues
- Concern about colleges' capacity to meet a growing demand for places
- Establishment, and monitoring, of effective partnership agreements.
- Provision of appropriate selection procedures
- Timetabling

Phase 1 Courses will be reviewed in the light of feedback

The schedule for the review of Phase 1 Courses has been agreed by the Pilot Management Group.

The review will commence in the Autumn of 2006, concluding in the Spring of 2007.

Where revision has been necessary, revised Phase 1 Course(s), with full support materials, will be available for the national 'roll-out' of Skills for Work Courses in August 2007.

A similar evaluation and review process will be undertaken in the second year of the pilot for Phase 2 Courses.

'The college would welcome the opportunity to have access to candidate background information, eg medical issues, behaviour reports, attendance.'

Sport and Recreation Centre
Development Manager Report

9 Next steps

Phase 2 of the pilot has commenced. Scottish Executive funding will ensure continued SQA support for all Phase 1 and Phase 2 pilot centres throughout 2006–07.

All centres delivering pilot Courses in Phase 2 will benefit from on-going Development Manager visits and subject-specific support events.

External Verifiers will continue to support all pilot centres. 100% of Courses being delivered will be externally verified, giving deliverers the opportunity to discuss and resolve assessment-related issues.

HMIe and NFER evaluation activities will continue, on a sampling basis, throughout Phase 2.

Over the coming months, SQA will finish development of three new Skills for Work Courses (Engineering — Intermediate 1, Hospitality and Catering — Intermediate 1 and Health and Social Care — Higher). These new Courses will be available nationally, without being piloted, in 2007.

SQA is evaluating all feedback gathered from year one of the pilot. During the period September 2006 to Spring 2007, Phase 1 Courses and support materials will be reviewed in light of this feedback, and any necessary amendments will be made.

SQA will be making Skills for Work Courses available to all centres from session 2007–08. In planning to offer Skills for Work Courses, centres should bear in mind that the Courses from Phase 2 of the pilot may be revised to take account of feedback from users in the pilot.

To support centres already offering pilot versions of Skills for Work Courses, detailed guidance is being prepared by SQA to ensure the smooth transition between the delivery of pilot and revised versions of Courses, Units and NAB items.

The timetable for the introduction of Skills for Work Courses is shown on the opposite page.

Phase 1 Skills for Work Courses		Available to centres in the pilot	Revised Courses available to all centres	
<ul style="list-style-type: none"> • <i>Construction Crafts</i> at Intermediate 1 (SCQF level 4) • <i>Early Education and Childcare</i> at Intermediate 1 and 2 (SCQF levels 4 and 5) • <i>Financial Services</i> at Intermediate 2 (SCQF level 5) • <i>Sport and Recreation</i> at Intermediate 1 (SCQF level 4) 		Session 2006/07	From session 2007/08	
Phase 2 Skills for Work Courses		Available to centres in the pilot	Available to all centres	Revised Courses available to all centres
<ul style="list-style-type: none"> • <i>Construction Crafts</i> at Intermediate 2 (SCQF level 5) • <i>Hairdressing</i> at Intermediate 1 (SCQF level 4) • <i>Practical Experiences: Construction and Engineering</i> at Access 3 (SCQF level 3) • <i>Rural Skills</i> at Intermediate 1 (SCQF level 4) • <i>Sport and Recreation</i> at Intermediate 2 (SCQF level 5) 		Session 2006/07	Session 2007/08	From session 2008/09
New Skills for Work Courses				
<p>Development of new Courses in <i>Engineering</i> at Intermediate 1 (SCQF level 4), <i>Hospitality and Catering</i> at Intermediate 1 (SCQF level 4) and <i>Health and Social Care</i> at Higher (SCQF level 6) will start in session 2006/07. They will be available to all centres from session 2007/08.</p>				



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