Arrangements for:

Steps to Work at

SCQF level 3 and SCQF level 4

Award Code: G9P0 43 and G9RW 44

Validation date: March 2010

Date of original publication: August 2010

Version: 20 (October 2024)

History of changes

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

Version number	Description	Date
20	Section 5, additional text (contact and self-direct learning) added to explain how the overall number of SCQF credit points of the group awards is arrived at.	24/10/24
19	**G9P0 43** **Addition of Optional units:** J16E 73 Developing Employability Skills in Construction and Engineering, H25G 73 Working with Tools, H25J 73 Making an Item, H23W 73 Literacy, D264 09 Cookery Processes: An Introduction, J3H6 43 Digital Literacy, J5V1 43 Computer Applications, J5V3 43 Digital Basics, J5V2 43 Computer Basics, H247 73 Music Technology in Context, HC4P 43 Developing Essential Skills, J698 43 Data Skills, H281 73 Influences on Business, H27Y 73 Administration in Action, H7KY 43 Cycle Maintenance, H27G 73 Geography: Physical Environments, H27H 73 Geography: Human Environments, H27J 73 Geography: Global Issues, H6N9 73 Geography: Physical Environments with a Scottish Context, F3GD 09 Problem Solving, F3GF 09 Numeracy and F3GB 09 Communication, H20H 73 Cookery Skills, Techniques and Processes have been added to the framework to provide learners with more options. **G9RW 44** **Addition of Optional units:** J1NJ 44 Food Hygiene for the Hospitality Industry, H23W 74 Literacy, D9NL 10 Hospitality: Organisation of Practical Skills, D264 10 Cookery Processes: An Introduction, H9T5 44 Cyber Security Fundamentals, J2GA 44 Communication Skills for Customer Service, J2GG 44 Social Media for Customer Service, J2GD 44 Customer Service: Product and Service Requirements, J6BA 44 Social Media Literacy, J6B6 44 Information Literacy, J3H6 44 Digital Literacy, HC4P 44 Developing Essential Skills, F3F4 10 Performing Music on One Instrument or Voice, J698 44 Data Skills, J1CY 44 Influences on Mental Health and Wellbeing, J1D1 44 Understanding Mental Health Issues, J1CW 44 Coping Strategies and Building Resilience, HX1M 74 Contemporary Families, J5CR 44 Working for Yourself, J4GD 44 Working with Photographs, H6R3 44 Skin, Nail and Hair Structures, H981 44 Setting up a Computer, HA1P 44 Scottish Animal Wildlife, HJ2Y 44 Marketing: An Introduction, J165 74 Animal Handling: An Introduction, H1YV 74 Administrative Practices, J181 74 Automotive Skills: The Car, J13K 74 Building Services Engineering: An Introduction, H281 74 Influences on Business, H2Y1 74 Travel and	June 2023

Version number	Description	Date
	Tourism: Employability, H2Y3 74 Travel and Tourism: UK and Worldwide, H27G 74 Geography: Physical Environments, H27H 74 Geography: Human Environments, H27J 74 Geography: Global Issues, H6N9 74 Geography: Physical Environments with a Scottish Context, F3GD 10 Problem Solving, F3GF 10 Numeracy, F3GB 10 Communication, H20H 74 Cookery Skills, Techniques and Processes, F4ST 10 Craft Baking: An Introduction and F992 10 Cake Decoration: An Introduction, H235 74 Media: Analysing Media Content have been added to the framework.	
18	**Addition of Optional Units:** H202 73 Art and Design: Expressive Activity, H6NL 73 Art and Design: Expressive Activity with a Scottish Context, H252 73 Physical Education: Performance Skills and H1YW 73 IT Solutions for Administrators have been added to G9P0 43. H202 74 Art and Design: Expressive Activity, H252 74 Physical Education: Performance Skills have been added to G9RW 44.	20/04/23
17	**G9P0 43** **Revision of Unit**: J614 43 Enterprise Skills has replaced D36N 09 Enterprise Activity. D36N 09 Enterprise Activity will finish on 31/07/2024. **G9RW 44** **Revision of Unit**: J614 44 Enterprise Skills has replaced D36N 10 Enterprise Activity. D36N 10 Enterprise Activity will finish on 31/07/2024.	01/02/22
16	**G9P0 43** **Revision of unit:** J581 43 -Virtual Work Placement added to framework as an alternative to HF88 43 Work Placement. **G9RW 44** **Revision of unit:** J581 44 -Virtual Work Placement added to framework as an alternative to HF88 44 Work Placement.	06/07/21
15	**G9P0 43** **Revision of Unit:** Media: Analysing Media Content H235 73 added to section 2. Food Hygiene for the Hospitality Industry F792 09 revised by unit J1NJ 43. Food Hygiene for the Hospitality Industry will finish on 31/07/2021.	30/04/21
14	**Additional Unit**: H6NL 74 Expressive Activity with a Scottish Context as an alternative to Unit H204 74 Design Activity be added to G9RW 44 framework. Unit DX15 09 Practical Experiences in Construction revised by J16C 73. DX15 09 Practical Experiences in Construction finished on 31/07/2018. Unit DX16 09 Practical Experiences in Engineering revised by J16D 73. DX15 09 Practical Experiences in Engineering finished on 31/07/2018.	April 2019

Version number	Description	Date
13	**G9RW 44** H255 74 Physical Education: Performance, H240 74 Music: Performing Skills, H243 74 Music Technology Skills, H247 74 Music Technology in Context, H7KY 44 Cycle Maintenance, H1YJ 10 Plant Identification, H1YK 10 Plant Propagation, H1XB 10 Soft Landscaping, F38W 10 Skills for Customer Care has been added to the Framework	January 2018
12	**G9RW 44** **Revision of Unit:** Digital Media: Audio Acquisition (F1JT 10) has been revised by Digital Media: Audio (HW4W 44) and will finish on 31/07/2020. **Revision of Unit:** Digital Media: Still Images Acquisition (F1JY 10) has been revised by Digital Media: Still Images (HW4X 44) and will finish on 31/07/2020. Revision of Unit: Digital Media: Video Acquisition (F1JW 10) has been revised by Digital Media: Moving Images (HW4Y 44) and will finish on 31/07/2020. **Revision of Unit:** Care of Children (DM85 10) has been revised by Care of Children (HX1K 74) and will finish on 31/07/2020. **Revision of Unit:** Child Development (DM83 10) has been revised by Child Development (HX1L 74) and will finish on 31/07/2020. **Revision of Unit:** Maintenance of a Safe Environment for Children (DM5V 10) has been revised by Maintenance of a Safe Environment for Children (HX1T 74) and will finish on 31/07/2020. **Revision of Unit:** Play in Early Education and Childcare (DM41 10) has been revised by Play in Early Learning and Childcare (HX1R 74) and will finish on 31/07/2020. **Revision of Unit:** Working in Early Education and Childcare (DM84 10) has been revised by Working in Early Education and Childcare (HX1V 74) and will finish on 31/07/2020.	December 2017
11	**G9RW 44** **Revision of Unit:** F598 10 Health Sector: Health Awareness has been revised by F598 74 Health Sector: Health Awareness and will finish on 31/07/2018. **Revision of Unit:** F58R 10 Health Sector: Roles and Responsibilities has been revised by F58R 74 Health Sector: Roles and Responsibilities and will finish on 31/07/2018. **Revision of Unit:** F58P 10 Health Sector: An Introduction has been revised by F58P 74 Health Sector: An Introduction and will finish on 31/07/2018.	March 2017
10	**G9P0 43** **Revision of Unit:** D36H 09 Work Experience has been revised by HF88 43 Work Placement and will finish on 31/07/2017. **G9RW 44** **Revision of Unit:** D36H 10 Work Experience has been revised by HF88 44 Work Placement and will finish on 31/07/2017.	July 2016

Version number	Description	Date
9	**G9RW 44** **Revision of Unit:** D04G 10 Basic Customer Service Skills has been revised by FN93 10 Basic Customer Service Skills and finished on 31/07/2013.	September 2014
8	**G9P0 43** **Revision of Unit:** DV38 09 Art and Design: Design Activity has been revised by H204 73 Art and Design: Design Activity and will finish on 31/07/2016. **Revision of Unit:** D193 09 Drama Skills has been revised by H231 73 Drama Skills and will finish on 31/07/2016. **Revision of Unit:** D272 09 Fashion and Clothing Industry: An Introduction has been revised by H251 73 Fashion and Textile Technology: Fashion and Textile Choices and will finish on 31/07/2016. **Revision of Unit:** DV46 09 Music: Performing has been revised by H240 73 Music: Performing Skills and will finish on 31/07/2016. **G9RW 44** **Revision of Unit**: DM3R 10 Information Technology for Administrators has been revised by H1YW 74 IT Solutions for Administrators and will finish on 31/07/2016. **Revision of Unit:** DV38 10 Art and Design: Design Activity has been revised by H204 74 Art and Design: Design Activity and will finish on 31/07/2016. **Revision of Unit:** F17W 10 Values and Principles in Care has been revised by H21C 74 Care: Values and Principles and will finish on 31/07/2016. **Revision of Unit:** D193 10 Drama Skills has been revised by H231 74 Drama Skills and will finish on 31/07/2016. **Revision of Unit:** D194 10 Theatre Production Skills has been revised by H232 74 Drama: Production Skills and will finish on 31/07/2016. **Revision of Unit:** D272 10 Fashion and Clothing Industry: An Introduction has been revised by H251 74 Fashion and Textile Technology: Fashion and Textile Choices and will finish on 31/07/2016	May 2014
7	Scottish Context Units added as alternatives: Health Sector: An Introduction - Scotland - Nat4(H6N074) added as an alternative to Health Sector: An Introduction - (F58P10), Creative Digital Media: An Introduction to the Industry - Scotland -(H6ML74) added as an alternative to Creative Digital Media: An Introduction to the Industry - (H2M610)	April 2013
6	**Addition of optional Unit:** Working with Materials (H25H 73).	October 2013
5	The framework of the Award at SCQF level 4 has been updated to include the Enterprise Activity (D36N 10) Unit at SCQF level 4.	April 2013

Version number	Description	Date
4	Revision of Personal Development: Self in Society (F37W 09), (lapse date 31/07/2013, finish date 31/07/2015) Revision of Personal Development: Self and Work (F37X 09), (lapse date 31/07/2013, finish date 31/07/2015) Revision of Personal Development: Practical Abilities (F37Y 09), (lapse date 31/07/2013, finish date 31/07/2015) Revision of Personal Development: Self in Society (F37W 10), (lapse date 31/07/2013, finish date 31/07/2015) Revision of Personal Development: Self and Work (F37X 10), (lapse date 31/07/2013, finish date 31/07/2015) Revision of Personal Development: Practical Abilities (F37Y 10), (lapse date 31/07/2013, finish date 31/07/2015) Revision of Personal Development: Self Awareness (F2FV 10), (lapse date 31/07/2013, finish date 31/07/2015)	February 2013
3	Revision of Creative Digital Media: An Introduction to the Industry (F5CV 10) (lapse date 31/07/2012, finish date 31/07/2014)	November 2012
2	Revision of Internet Safety (F0H5 10) (lapse date 31/07/2012, finish date 31/07/2014)	September 2012

Contents

1   Introduction

This is the Arrangements Document for the Steps to Work Award at SCQF levels 3 and 4. This document includes: background information on the development of the award, its aims, guidance on access, details of the award structure, and guidance on delivery.

This award is designed to recognise, complement and support current strategies and approaches To prepare and support learners with the transition into work/employment. While the flexible nature of the Award and the choice and opportunity available within its structure may help meet the needs of a range of learners, it is anticipated that it will support those in the broad range of learning programmes being undertaken in the context of employability strategies such as Developing the Young Workforce or Adult Learning strategy.

2   Rationale for the development of the Award

The Steps to Work Awards were initially created in 2010 with the intention of responding to the Scottish Executive Report, **A Curriculum for Excellence** (2004). The development of the Awards was intended to enable learners to engage with the four capacities: Effective Contributors, Confident Individuals, Successful Learners and Responsible Citizens. The Awards were also designed to provide an opportunity for learners to develop skills for learning, life and work.

Engagement with a range of agencies and organisations across a number of sectors supporting vulnerable, disengaged and hard to reach young people suggested a need for a smaller, more flexible award that would enable a learner to focus on personal development and/or employability while participating in other areas of learning or vocational activity. Following this feedback, the Steps to Work Awards were developed to offer this choice, flexibility, and opportunity, without the need to embark on a longer programme of learning. This has been achieved by including a range of smaller units which offer less than forty hours of learning and assessment.

Since their introduction, the Steps to Work Awards have been popular, with significant uptake and positive feedback from both learners and educators alike. They continue to provide a structure which recognises the wider achievement of learners involved in the wide range of activities and opportunities offered to them by schools, colleges, training providers and third sector organisations.

3   Aims of the award

The Steps to Work Award is designed to support flexible and individualised learning and to recognise wider achievement through choice and opportunity. A particular feature of the Award is the inclusion of smaller Units of less than forty hours which will enable flexible delivery and assessment. This flexibility may be particularly suitable for learners who may have complex or chaotic lifestyles. Some learners may be at a critical stage in their learning experience and smaller Units may enable them to progress towards certification, despite interrupted learning patterns. For some the

Award may provide a qualification for activities undertaken as part of an alternative curriculum.

3.1 Principal aims of the award

The Steps to Work Award has been designed to extend the reach of SQA qualifications to further meet the needs of a range of learners. The Award may increase the choice and opportunity available to learners within and beyond compulsory education and may particularly support the learning opportunities of vulnerable, disengaged and hard to reach young people.

The principal aims of the Steps to Work Award are to enable learners to:

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

3.2 General aims of the award

The flexible nature of the Steps to Work Award provides an opportunity for learners to engage in a range of activities designed to nurture and develop broad based and specific skills, depending on the Unit options taken. The Award offers a holistic approach which allows learners the opportunity to develop, demonstrate and apply a range of skills and abilities in a variety of contexts and settings.

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

♦ increase opportunities to recognise a variety of individualised learning programmes used to re-engage learners
♦ increase the level of attainment
♦ increase learner choice
♦ enhance the achievement profile for vulnerable, disengaged and hard to reach learners
♦ fill an identified gap in education activity for vulnerable, disengaged and hard to reach young people
♦ provide a 'stepping on' point for some learners between school, further education, training and employment.

The award comprises two sections:

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

The Practical Context offers an opportunity to undertake Units in a range of practical contexts including ICT, Community Development, Arts and Media and Work Based Units.

The aims of the Person-centred section include:

Personal Development

Learners will have the opportunity to:

♦ develop knowledge of their own qualities and feelings when undertaking a personal project
♦ develop interpersonal skills as they work with others to plan and carry out a group project
♦ develop task management skills while carrying out a vocational project
♦ handle information, communicate effectively and deliver a product or a service.

Employability

Learners will have the opportunity to:

♦ identify, and reflect on achievements from their previous and current experience which will help them to gain employment
♦ build confidence in their ability to gain employment
♦ develop skills and attitudes necessary for them to seek, gain and sustain employment
♦ develop an understanding of the consequences of actions they take, or have taken, on their ability to seek, gain and sustain employment
♦ contribute to enhancing the self-esteem and self-awareness in relation to employment
♦ develop a positive and realistic attitude to employment.

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

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

The award offers the learner a choice of Units some of which are aligned to National Occupational Standards and designed to meet the needs of the specific occupational sector. While it is not anticipated that the award will lead directly to employment in a specific sector, the Award may be the only qualification which an individual learner attains and therefore may provide a '*stepping on'* point to further education, training or employment.

This award promotes the development of life skills, Core Skills, self-awareness/self-development, practical skills and employability. Learning providers may be able to design short programmes to suit the needs of their learners in relation to person-centred and practical skills. For example, a young person may have very low self-esteem but has identified an interest in practical cookery. The learning provider may decide to deliver the Unit *Self Awareness* and work in partnership with the local college to offer *a* cookery-focussed unit. In order to successfully engage young people, increased choices and opportunities in their learning is of paramount importance; the Steps to Work Award provides a structure for this.

3.3   Target groups

The Steps to Work Award is targeted at vulnerable, disengaged and hard to reach learners. However, the flexible nature of the award may make it suitable for a wide range of learners from different educational settings such as: schools, colleges, educational training providers, the community or the voluntary sector.

Learners undertaking the award may have had little or no experience of education, the world of work or training. Some learners may have had a negative experience of previous learning and due to external factors or barriers, may have struggled to attain qualifications or recognise their own achievements. This award aims to offer learners a fresh approach to their own individual self-development, achievement and progression.

3.4 Employment opportunities

The Steps to Work Award provides a structure to recognise wider achievement including opportunities linked to paid/unpaid employment or voluntary work. It seeks to develop skills, attitudes and understanding in learners which can contribute to the development of transferable skills across all employment contexts and help them to gain and sustain employment.

4 Access to award

No specific prior learning is required to embark on this award. Although entry is at the discretion of the centre, some Units in the Practical Context section may recommend a level of prior learning, awareness or understanding of the specific learning or vocational area, for example in Music or ICT. Any recommended entry requirements will be defined within the relevant Unit specification.

5 Award structure

The Steps to Work Award is available at SCQF level 3 and SCQF level 4 and each is worth 12 SCQF credits in total. Unit SCQF credit values can be found within the relevant unit specifications. The award consists of two sections:

Person Centred Section   Learners must complete the equivalent of 1 credit from this section.

Practical Context Section   Learners must complete the equivalent of 1 credit from this section.

This equates to approximately 80 hours of contact learning plus 40 hours of self-direct learning (total of 120 hours divided by 10 = 12 SCQF credit points.)

5.1 Core Skills Certification

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

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

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

Even where the development and certification of Core Skills is not embedded in Units, we recognise the importance of Core Skills development to the target group of the award and encourage centres to seek opportunities for developing Core Skills. Core Skills Units can of course be certificated individually out with the award even if the evidence is generated during its delivery.

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

5.2 Differentiation between levels

Differentiation between the two SCQF levels is based on four key principles:

- ♦ Amount of tutor support given
- ♦ Level of participation of learners
- ♦ Level of understanding of learners
- ♦ Complexity of tasks and activities.

The table below outlines how each principle may be applied at SCQF level 3 and SCQF level 4.

Principle	SCQF level 3	SCQF level 4
The amount of tutor support given	Directive support — the tutor will issue explicit instructions	Support — the tutor will offer advice
Level of participation	Participate in and agree to ideas, suggestions and plans	Contribute to and offer some ideas and/or suggestions
Level of understanding	Basic knowledge, i.e. a small number of key facts	Basic knowledge of a number of key points some of which will be factual
Complexity of tasks and activities	Simple routine and familiar to the learner	Straightforward — consisting of routine elements

5.3   Framework

Award structure

The Steps to Work Award provides opportunities for the development of person-centred skills and practical skills in a range of contexts. The contexts are Sport and Outdoor Activity, Automotive, ICT, Community Development, Arts and Media and Work-Based Skills.

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

Award — SCQF level 3

To achieve the award, 2 credits are required, 1 from the Person-centred Section and 1 from the Practical Context Section. Units in the Practical Context Section have been divided into sub-sections for illustrative purposes, the 1 credit required in this section can be taken from across these sub-sections.

Person-centred Units: 1 credit from the following units*

Person-centred	Code	Credit value	SCQF level	Hours
Personal Development: Practical Abilities	H18W 43*	1.0	3	40
Personal Development: Self and Work	H18P 43*	1.0	3	40
Personal Development: Self Awareness	F2FV 09	1.0	3	40
Personal Development: Self in Community	H18N 43*	1.0	3	40
Preparing for Employment: First Steps	F786 09	0.25	3	10
Building Own Employability Skills	F787 09	0.5	3	20
Responsibilities of Employment	F788 09	0.25	3	10
Dealing with Work Situations	F789 09	0.25	3	10

*Refer to history of changes for revision details

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

Practical Context Units: 1 credit from the following Units*:

Practical Context	Code	Credit value	SCQF level	Hours
Sport and Outdoor Activity				
Physical Education: Performance A	DM45 09*	0.5	3	20
Physical Education: Performance B	DM46 09*	0.5	3	20
Physical Education: Performance Skills	H252 73*	1.5	3	60

*Performance A and B represent different activities to allow the Unit specification to be applied to different activities.

Arts and Media	Code	Credit value	SCQF level	Hours
Art and Design: Design Activity	H204 73*	1.0	3	40
Art and Design Studies	DV39 09	1.0	3	40
Drama Skills	H231 73*	1.0	3	40
Media: Analysing Media Content	H235 73*	1.5	3	60
Music: Performing Skills	H240 73*	1.0	3	40
Music Technology in Context	H24773	1.0	3	40
Performing Music on One Instrument or Voice	F3F4 09	1.0	3	40
Art and Design: Expressive Activity	H202 73*	1.5	3	60
Art and Design: Expressive Activity with a Scottish Context	H6NL 73*	1.5	3	60
Literacy	H23W 73	1.0	3	40

ICT	Code	Credit value	SCQF level	Hours
Digital Computing	F1L2 09	1.0	3	40
Information and Communication Technology	F3GC 09	1.0	3	40
Digital Literacy	J3H6 43	1.0	3	40
Computer Applications	J5V1 43	1.0	3	40
Digital Basics	J5V3 43	1.0	3	40
Computer Basics	J5V2 43	1.0	3	40
Data Skills	J698 43	1.0	3	40

Community Development	Code	Credit value	SCQF level	Hours
Local Investigations	D36J 09	1.0	3	40
Planning an Environmental Area	D553 09	1.0	3	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Residential Experience	D36M 09	1.0	3	40
Work Placement Or	HF88 43*	1.0	3	40
Virtual Work Placement	J581 43*	1.0	3	40
Work Shadowing	DR3V 09	1.0	3	40
Enterprise Skills	J614 43*	1.0	3	40
Working with Others	F3GE 09	1.0	3	40
Working with Tools	H25G 73	1.0	3	40
Making an Item	H25J 73	1.0	3	40
Food Preparation Techniques: An Introduction	D263 09	1.0	3	40
Office Practice: An Activity Approach	D521 09	1.0	3	40
IT Solutions for Administrators	H1YW 73*	1.0	3	40
Practical Experiences in Construction	J16C 73*	1.0	3	40
Practical Experiences in Engineering	J16D 73*	1.0	3	40
Food Hygiene for the Hospitality Industry	J1NJ 43*	0.5	3	20
Fashion and Textile Technology: Fashion and Textile Choices	H251 73*	0.5	3	20
Hospitality: Organisation of Practical Skills	D9NL 09	0.5	3	20
Working with Materials	H25H 73*	1.0	3	40
Media: Analysing Media Content	H235 73*	1.5	3	60
Developing Employability Skills in Construction and Engineering	J16E 73	1.0	3	40
Cookery Processes: An Introduction	D264 09	1.0	3	40
Cookery Skills, Techniques and Processes	H20H 73	1.0	3	40
Developing Essential Skills	HC4P 43	1.0	3	40
Influences on Business	H281 73	1.0	3	40
Administration in Action	H27Y 73	1.0	3	40
Cycle Maintenance	H7KY 43	1.0	3	40
Geography: Physical Environments	H27G 73	1.0	3	40
Geography: Human Environments (H27H)	H27H 73	1.0	3	40
Geography: Global Issues	H27J 73	1.0	3	40
Geography: Physical Environments with a Scottish Context	H6N9 73	1.0	3	40
Problem Solving	F3GD 09	1.0	3	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Numeracy	F3GF 09	1.0	3	40
Communication	F3GB 09	1.0	3	40

*Refer to History of Changes for revision changes.

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

Award — SCQF level 4

To achieve the award, 2 credits are required, 1 from the Person-centred Section and 1 from the Practical Context Section. Units in the Practical Context Section have been divided into sub-sections for illustrative purposes, the 1 credit required in this section can be taken from across these sub-sections.

Person-centred units *: 1 credit from the following units

Person-centred	Code	Credit value	SCQF level	Hours
Personal Development: Practical Abilities	H18W 44*	1.0	4	40
Personal Development: Self and Work	H18P 44*	1.0	4	40
Personal Development: Self Awareness	H18X 44*	1.0	4	40
Personal Development: Self in Community	H18N 44*	1.0	4	40
Preparing for Employment: First Steps	F786 10	0.25	4	10
Building Own Employability Skills	F787 10	0.5	4	20
Responsibilities of Employment	F788 10	0.25	4	10
Dealing with Work Situations	F789 10	0.25	4	10

*Refer to history of changes for revision details

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

Practical Context Units: 1 credit from the following Units*:

Practical Context	Code	Credit value	SCQF level	Hours
Sport and Outdoor Activity				
Sport and Recreation: Assist with Activity Sessions	J15E 74*	1.0	4	40
Sport and Recreation: Dealing with Accidents and Emergencies	J15M 74*	0.5	4	20
Exercise and Fitness: An Introduction	D682 10	0.5	4	20
Fitness for the Army	F5FL 10	1.0	4	40
Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing	J12S 74*	1.0	4	40
Sport and Recreation: Personal Fitness	J15R 74*	0.5	4	20
Physical Education: Performance	DF2T 10	1.5	4	40
Physical Education: Performance	H255 74*	1	4	40
Sporting Activity*		1.0	4	40
Sports Officiating: An Introduction	D686 10	0.5	4	20
Physical Education: Performance Skills	H252 74*	1.5	4	60

*See Appendix 1 for the full list of Sporting Activity Units available

Arts and Media				
Arts and Media				
Art and Design: Design Activity Or	H204 74*	1.0	4	40
Art and Design: Expressive Activity with a Scottish Context	H6NL 74*	1.5	4	60
Art and Design Studies	DV39 10	1.0	4	40
Art and Design: Expressive Activity	H202 74*	1.0	4	40
Computing: Digital Media Elements for Applications	F1JM 10	1.0	4	40
Computer Games: Digital Gaming Design	F1K4 10	1.0	4	40
Creative Digital Media: An Introduction to the Industry	J13N 74*	1.0	4	40
Media: Analysing Media Content	H235 74	1.5	4	60
Drama Skills	H231 74*	1.0	4	40
Music: Performing Skills	H240 74*	1.0	4	40
Music Technology in Context	H247 74*	1.0	4	40
Music Technology Skills	H243 74*	1.0	4	40
Drama: Production Skills	H232 74*	1.0	4	40

Arts and Media				
Literacy	H23W 74	1.0	4	40
Performing Music on One Instrument or Voice	F3F4 10	1.0	4	40
Working with Photographs	J4GD 44	1.0	4	40

Automotive				
Automotive: Foundation Skills	DE44 10	1.0	4	40
Automotive Skills: The Car	J181 74	1.0	4	40

ICT				
Basic ICT Skills	DW7H 10	1.0	4	40
Digital Media: Audio	HW4W 44*	1.0	4	40
Digital Media: Still Images	HW4X 44*	1.0	4	40
Digital Media: Moving Images	HW4Y 44*	1.0	4	40
Information and Communication Technology	F3GC 10	1.0	4	40
Internet Safety	H1F6 10*	1.0	4	40
PC Passport: Introduction to the Internet and Online Communications	F1F9 10	1.0	4	40
PC Passport: Introduction to IT Software and Presenting Information	F1F8 10	1.0	4	40
PC Passport: Introduction to IT Systems	F1GP 10	1.0	4	40
PC Passport: Spreadsheets	DC9R 10	1.0	4	40
Cyber Security Fundamentals	H9T5 44	1.0	4	40
Digital Literacy	J3H6 44	1.0	4	40
Setting up a Computer	H981 44	1.0	4	40
Data Skills	J698 44	1.0	4	40

Community Development	Code	Credit value	SCQF level	Hours
Environmental Issues	D309 10	1.0	4	40
Uniformed and Emergency Services: Engaging with the Community	J12M 74	1.0	4	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Accommodation Operations	J1WF 44*	1.0	4	40
Application of Electrical Hand-tools and Accessories	DH58 10	0.5	4	20
Animal Husbandry: An Introduction	J164 74	1.0	4	40
Assist with an Event	F5FJ 10	1.0	4	40
Basic Customer Services Skills	FN93 10*	0.5	4	20
Business and E-Commerce: An Introduction	F5G7 10	0.25	4	10
Business and Finance: An Introduction	F5G8 10	0.25	4	10
Business and Marketing: An introduction	F5G9 10	0.25	4	10
Care of Children	HX1K 74*	1.0	4	40
Child Development	HX1L 74*	1.0	4	20
Children's Development and Learning: An Introduction	DV2H 10	0.5	4	20
Children's Development and Learning: Babies (0-1 year)	DV2J 10	0.5	4	20
Children's Development and Learning: Pre-School (3-5 years)	DV2L 10	0.5	4	20
Children's Development and Learning: The Toddler Years (1-3 years)	DV2K 10	0.5	4	20
Construction Crafts: Brickwork Techniques	J150 74*	0.5	4	20
Construction Crafts: Carpentry and Joinery Techniques	J151 74*	0.5	4	20
Construction Crafts: Decorative Finishes Using Waterborne Paints	J14G 74*	0.5	4	20
Construction Crafts: Decorative Painting	J14B 74*	0.5	4	20
Construction Crafts: Electrical Installation	J14E 74*	0.5	4	20
Construction Crafts: Half-Brick Walling	J149 74*	0.5	4	20
Construction Crafts: Plasterwork	J14D 74*	0.5	4	20
Construction Crafts: Plumbing	J148 74*	0.5	4	20
Construction Crafts: Practical Copper Pipework	J14F 74*	0.5	4	20
Construction Crafts: Roof Tiling	J14C 74*	0.5	4	20
Construction Crafts: Site Carpentry and Bench Joinery	J14A 74*	0.5	4	20
Cosmetology: Beauty Practical Skills	F0FE 10	1.0	4	40
Cosmetology: Hairdressing Practical Skills	F0FA 10	1.0	4	40
Cosmetology: Health and Safety	F0FD 10	0.5	4	20
Cosmetology: Make-up Artistry - Practical Skills	F0FB 10	1.0	4	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Cosmetology: Prepare and Assist in a Workplace Environment	F0F9 10	0.5	4	20
Cycle Maintenance	H7KY 44*	1.0	4	10
Enterprise Skills	J614 44*	1.0	4	40
Fashion and Textile Technology: Fashion and Textile Choices	H251 74*	0.5	4	20
Food & Beverage Service: Counter	F4SL 10	1.0	4	40
Food & Beverage Service: Table	F4SR 10	1.0	4	40
Food Hygiene: Elementary	DC0K 10	0.5	4	20
Food Hygiene for the Hospitality Industry	J1NJ 44*	0.5	4	20
Food Preparation Techniques: An Introduction	D263 10	1.0	4	40
Hairdressing: Creativity	J16V 74*	1.0	4	40
Hairdressing: Salon Awareness	J16S 74*	1.0	4	40
Hairdressing: Working in the Salon	J16T 74*	1.0	4	40
Health and Safety for Care	F17V 10	1.0	4	40
Health Sector: An Introduction **or** Health Sector: An Introduction - Scotland	F58P 74* H6N0 74	1.0 1.0	4 4	40 40
Health Sector: Health Awareness	F598 74*	1.0	4	40
Health Sector: Roles and Responsibilities	F58R 74*	1.0	4	40
Hospitality: Working Front of House	J142 74*	1.0	4	40
Hospitality: Working in the Professional Kitchen	J141 74*	1.0	4	40
IT Solutions for Administrators	H1YW 74*	1.0	4	40
Local Investigations	D36J 10	1.0	4	40
Maintenance of a Safe Environment for Children	HX1T 74*	1.0	4	40
Play in Early Learning and Childcare	HX1R 74*	1.0	4	40
Plant Identification	H1JY 10*	1.0	4	40
Plant Propagation	H1YK 10*	1.0	4	40
Soft Landscaping	H1XB 10*	1.0	4	40
Residential Experience	D36M 10	1.0	4	40
Tree & Shrub Planting	D903 10	1.0	4	40
Skills for Customer Care	F38W 10	1.0	4	40
Care: Values and Principles	H21C 74	1.0	4	40
Work Placement Or Virtual Work Placement	HF88 44* J581 44*	1.0 1.0	4 4	40 40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Work Shadowing	DR3V 10	1.0	4	40
Working in Early Education and Childcare	HX1V 74*	1.0	4	40
Working with Others	F3GE 10	1.0	4	40
Hospitality: Organisation of Practical Skills	D9NL 10	0.5	4	20
Cookery Processes: An Introduction	D264 10	1.0	4	40
Communication Skills for Customer Service	J2GA 44	1.0	4	40
Social Media for Customer Service	J2GG 44	1.0	4	40
Customer Service: Product and Service Requirements	J2GD 44	1.0	4	40
Social Media Literacy	J6BA 44	1.0	4	40
Customer Service: Product and Service Requirements	J2GD 44	1.0	4	40
Information Literacy	J6B6 44	1.0	4	40
Developing Essential Skills	HC4P 44	1.0	4	40
Influences on Mental Health and Wellbeing	J1CY 44	1.0	4	40
Understanding Mental Health Issues	J1D1 44	1.0	4	40
Coping Strategies and Building Resilience	J1CW 44	1.0	4	40
Contemporary Families	HX1M 74	1.0	4	40
Working for Yourself	J5CR 44	1.0	4	40
Skin, Nail and Hair Structures	H6R3 44	0.5	4	20
Scottish Animal Wildlife	HA1P 44	1.0	4	40
Marketing: An Introduction	HY2Y 44	1.0	4	40
Animal Handling: An Introduction	J165 74	0.5	4	40
Administrative Practices	H1YV 74	1.0	4	40
Building Services Engineering: An Introduction	J13K 74	0.5	4	20
Influences on Business	H281 74	1.5	4	60
Travel and Tourism: Employability	H2Y1 74	1.0	4	40
Travel and Tourism: UK and Worldwide	H2Y3 74	1.0	4	40
Geography: Physical Environments	H27G 74	1.0	4	40
Geography: Human Environments	H27H 74	1.0	4	40
Geography: Global Issues	H27J 74	1.0	4	40
Geography: Physical Environments with a Scottish Context	H6N9 74	1.0	4	40
Problem Solving	F3GD 10	1.0	4	40
Numeracy	F3GF 10	1.0	4	40
Communication	F3GB 10	1.0	4	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Cookery Skills, Techniques and Processes	H20H 74	1.0	4	40
Craft Baking: An Introduction	F4ST 10	1.0	4	40
Cake Decoration: An Introduction	F992 10	1.0	4	40

*Refer to history of changes for revision details

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

5.4   Articulation, professional recognition and credit transfer

It must be recognised that for many young people undertaking this award, participation will in itself be a factor in terms of providing realistic progression for the individual and/or group. However, it is intended that the award will offer real and viable progression pathways for individual learners.

6 Approaches to delivery and assessment

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

Content and context

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

The award can support a wide range of learning activities and flexible approaches to assessment for example:

♦ self-evaluation
♦ personal statements
♦ role play
♦ e-assessment
♦ the use of Wiki, blogs and social networking sites
♦ identifying strengths and weaknesses
♦ identifying skills and qualities
♦ setting targets: short term, medium- and long-term goals
♦ completing a CV
♦ developing employability skills, e.g. filling in applications forms, making telephone enquiries, mock interviews, recognizing responsibilities as an employee
♦ developing task management and interpersonal skills
♦ project based assessment activities
♦ investigative activities
♦ practical activities
♦ case studies
♦ role play
♦ verbal and/or written questions
♦ assessor observation
♦ individual and/or group presentations.

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

Delivery of the award should attempt to maximise as many appropriate approaches to learning and teaching as possible with experiential learning being an important feature, providing the learner with greater ownership and responsibility for their own learning.

The award includes a range of Units designed to offer less than forty hours of learning and assessment. Those delivering the award are encouraged to integrate and sequence the delivery of the Units in such a way that the Award can be delivered over a timeframe that suits the learner. It is possible that the delivery of Units from the Practical Context could be integrated with the Personal Development Units from the Person Centred Section, thus enabling opportunities for gathering of evidence for more than one Unit from the same activity or experience. This approach may reduce the total number of hours required to complete the Award making it more flexible for learners who struggle with longer periods of learning or have complex or chaotic lifestyles that impact on their learning.

Those delivering the award are encouraged to sequence the delivery of the Units so that they complement one another, and that the learner can bring together the experiences gained from all the Units undertaken and can identify where transferable skills and knowledge may exist. This is important when the core of the award is personal development and employability as increasing knowledge and awareness of these areas will complement the learning and experiences undertaken in the Practical Context Units and provide the learner with a richer and more fulfilling experience. In addition a well-designed sequence of unit delivery can further reduce the need for separate evidence gathering.

The flexibility of the award allows Units to be delivered either concurrently or sequentially, indeed it is anticipated that the practical context could provide the setting for the Personal Development or Employability Units chosen from the Person Centred Section.

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

As part of an induction process, time should be devoted to ensuring that learners have a clear understanding of the expectations of the award by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and where appropriate Core Skills. The award has been designed to allow the maximum flexibility in the way it is delivered and assessed. It can be incorporated into school or college timetables where it can be one of a number of subjects or activities in which the learner is involved over a period of time or used in the context of third sector activities, volunteering, youth and community development, training programmes and short bespoke learning programmes.

Delivery of the Units should take account of the needs and aspirations of each individual learner. Learners will have different levels of knowledge about their own personal development and the demands which are likely to be made of them as they seek to consider relevant personal and vocational opportunities. Learning activities should be person-centred and designed to encourage learners to develop self-awareness and self-esteem for example self-awareness techniques such as SWOT analysis. Emphasis should be placed on creating learning situations which enable learners to develop self - confidence, self-esteem, task management and inter-personal skills. Examples might include recognising individual strengths and weaknesses, skills and qualities, short, medium and long-term goals. To help learners prepare for employment they could be encouraged to complete a CV, consider local/wider employment opportunities, participate in mock interviews, understand the application and interview process and focus on their own individual learning and development within the context of the centre devised learning programme. Activities should be structured to provide as many opportunities as possible to recognise and reinforce individual progress.

Assessment for the award may consist of gathering a folio of evidence. Evidence could be gathered as learners work through the Units and it is likely that the creation of this evidence will take place in an integrated way across the Units. Many centres will choose to adopt this method of gathering evidence rather than seeking to treat each set of evidence independently. Such evidence may be included in a single folio of work although tutors will be expected to identify the specific evidence for each Unit. Assessment evidence can be presented in a variety of forms appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual, performance and/or product evidence, and be supplemented by observation checklists and/or oral questions and answers. Learners may also provide evidence through audio recordings, video diaries, blogs, email or other electronic means.

Learners providing evidence at SCQF level 3 will generally have received a large amount of advice and support from their teacher, tutor, support worker, youth worker etc. Evidence will have been produced through the involvement of learners in simple tasks which they are able to carry out in situations which are familiar to them. Tutors are best placed to judge the support required by individual learners and this will determine the level at which the learner is working.

Learners providing evidence at SCQF level 4 will generally have received advice and support from their tutor. Evidence will have been produced through the involvement of learners in straightforward tasks which they are able to carry out in situations which may or may not be familiar to them. Tutors are best placed to judge the support required by individual learners and this will determine the level at which the learner is working.

7 General information for centres

Disabled candidates and/or those with additional support needs

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

Internal and external verification

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

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

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

8 General information for candidates

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

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

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

You can choose smaller Units (less than forty hours) in different areas. For example, the Units Construction Crafts: Plumbing and Sport and Recreation: Personal Fitness are both twenty-hour Units which together would give you the forty hours you need in this section.

9 Glossary of terms

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

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

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

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

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

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

Appendix 1: Sporting Activity Units

The table below shows the Sporting Activity Units that can be taken as part of the Steps to Work Award at SCQF level 4.

Sporting Activity Units	Code	Credit Value	SCQF level	Hours
Sporting Activity – Alpine Skiing	D709 10	1	4	40
Sporting Activity – Association Football	D712 10	1	4	40
Sporting Activity – Athletics	F82E 10	1	4	40
Sporting Activity – Badminton	D713 10	1	4	40
Sporting Activity – Canoeing	D694 10	1	4	40
Sporting Activity – Climbing	F827 10	1	4	40
Sporting Activity – Indoor Football	D724 10	1	4	40
Sporting Activity – Mountain Biking	F82A 10	1	4	40
Sporting Activity – Rugby Football	D737 10	1	4	40
Sporting Activity – Sea Kayaking	D697 10	1	4	40
Sporting Activity – Swimming	F82D 10	1	4	40
Sporting Activity – Table Tennis	D730 10	1	4	40
Sporting Activity – Trampolining	D704 10	1	4	40
Sporting Activity – Volleyball	D735 10	1	4	40