SQA's Skills Framework:

Skills for Learning, Skills for Life and Skills for Work

This framework has been developed for use in the National Qualifications development programme in support of Curriculum for Excellence.

The main skill areas are:

1 Literacy	This is the ability to communicate by reading, by writing, and by listening and talking.
2 Numeracy	This is the ability to use numbers to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. This is also the ability to understand the results.
3 Health and wellbeing	This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.
4 Employability, enterprise and citizenship	This is the ability to develop skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources.
5 Thinking skills	This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.

Main skill	Skill subsets
1 Literacy This is the ability to communicate by reading, writing, and listening and talking.	**1.1 Reading** Reading means the ability to understand and interpret ideas, opinions and information presented in texts, for a purpose and within a context. It includes handling information to make reasoned and informed decisions. In the context of qualifications, 'texts' are defined as word-based materials (sometimes with supporting images) which are written, printed, Braille or displayed on screen, and which are presented in a way that is accessible for the intended audience. Texts which allow learners to demonstrate these skills are most likely to be non-fiction (ie functional and transactional) in nature. **1.2 Writing** Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context. In the context of qualifications, 'texts' are defined as word-based materials (sometimes with supporting images) which are written, printed, Braille or displayed on screen. These will be technically accurate for the purpose, audience and context. Texts which allow learners to demonstrate these skills are most likely to be non-fiction (ie functional and transactional) in nature. **1.3 Listening and talking** Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context. In the context of qualifications, 'communicating orally' is defined as ways of using words for transactions that are spoken (or signed through British Sign Language (BSL)), which are presented in a way that is accessible for the intended audience.

2 Numeracy This is the ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. This is also the ability to understand the results.	**2.1 Number processes** Number processes means solving problems arising in everyday life through: ♦ carrying out calculations involving addition, subtraction, multiplication, and division ♦ using whole numbers, fractions, decimal fractions, and percentages ♦ making informed decisions based on the results of these calculations ♦ understanding these results **2.2 Money, time and measurement** This means using and understanding money, time and measurement to solve practical problems in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy. **2.3 Information handling** Information handling means being able to interpret data in tables, charts and other graphical displays to draw sensible conclusions. It involves interpreting the data and considering its reliability in making reasoned deductions and informed decisions. It also involves an awareness and understanding of the chance of events happening.
3 Health and wellbeing This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.	**3.1 Personal learning** Personal learning means being actively engaged in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience. **3.2 Emotional wellbeing** Emotional wellbeing includes taking responsibility for yourself and being aware of the impact your behaviour may have on others; developing ways to manage your feelings; developing positive attitudes and resilience; practising assertive behaviours; building confidence; and, based on an understanding of any risks, making informed decisions. **3.3 Physical wellbeing** Physical wellbeing means recognising the importance and benefits of healthy and active living and practising skills to make the most of positive aspects of activity, such as enjoyment and challenge.

	3.4 Planning for, and making, choices and changes This includes planning, making decisions and taking action based on achievements for the next stage in life then making a successful move to the next stage of education or work. 3.5 Relationships This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.
4 Employability, enterprise and citizenship This is the ability to develop the skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources.	**4.1 Employability** Employability is the ability to gain employment by developing the personal qualities, skills, knowledge, understanding, and attitudes required in rapidly changing economic environments. It is the ability to maintain employment by making transitions between jobs and roles, and the ability to obtain new employment if, and when, required. **4.2 Information and communication technology (ICT)** This involves having the ability to use ICT systems and emerging technologies to handle information. It means having the ability to use the internet safely and to make informed decisions based on information obtained using technology. **4.3 Working with others** Working with others means knowing and practising what is involved in working co-operatively and sensitively with others; having the ability to recognise need and opportunity; to influence and negotiate with others to take ideas forward; being adaptable and having a determination to succeed; being able to discuss, set and meet roles and expectations in a working environment; and accessing, providing and creating information. **4.4 Enterprise** Enterprise involves having the ability to be creative, flexible and resourceful with a positive attitude to change; understanding when and how to use initiative and innovation; being able to evaluate risk to inform individual and collective decision making; and having the ability to persuade others to undertake a joint venture.

	4.5 Leadership Leadership involves being a role model for others; being able to take the initiative in working with and guiding others; and having self-awareness, optimism, integrity, and an open mindset. Leadership involves skills and values which develop trust in and from others. **4.6 Citizenship** Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.
5 Thinking skills This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.	**5.1 Remembering** Remembering is the ability to identify, recognise and recall facts, events and sequences. **5.2 Understanding** Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different setting or context. **5.3 Applying** Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task. **5.4 Analysing and evaluating** This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions. **5.5 Creating** Creating is the ability to design something innovative or to further develop an existing thing by adding new dimensions or approaches It also includes the ability to make, write, say or do something new.