



Arrangements for:
Steps to Work at
SCQF level 3 and SCQF level 4
Award Code: G9P0 43 and G9RW 44
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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
12	<p>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.</p> <p>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 Education 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.</p>	December 2017
11	<p>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.</p>	March 2017
10	<p>G9P0 43 Revision of Unit: D36H 09 Work Experience <i>has been revised by</i> HF88 43 Work Placement <i>and will finish on</i> 31/07/2017.</p>	July 2016

	<p>G9RW 44 Revision of Unit: D36H 10 Work Experience <i>has been revised by HF88 44 Work Placement and will finish on 31/07/2017.</i></p>	
9	<p>G9RW 44 Revision of Unit: D04G 10 Basic Customer Service Skills <i>has been revised by FN93 10 Basic Customer Service Skills and finished on 31/07/2013.</i></p>	September 2014
	<p>G9P0 43 Revision of Unit: DV38 09 Art and Design: Design Activity <i>has been revised by H204 73 Art and Design: Design Activity and will finish on 31/07/2016.</i> Revision of Unit: D193 09 Drama Skills <i>has been revised by H231 73 Drama Skills and will finish on 31/07/2016.</i> Revision of Unit: D272 09 Fashion and Clothing Industry: An Introduction <i>has been revised by H251 73 Fashion and Textile Technology: Fashion and Textile Choices and will finish on 31/07/2016.</i> Revision of Unit: DV46 09 Music: Performing <i>has been revised by H240 73 Music: Performing Skills and will finish on 31/07/2016.</i></p> <p>G9RW 44 Revision of Unit: DM3R 10 Information Technology for Administrators <i>has been revised by H1YW 74 IT Solutions for Administrators and will finish on 31/07/2016.</i> Revision of Unit: DV38 10 Art and Design: Design Activity <i>has been revised by H204 74 Art and Design: Design Activity and will finish on 31/07/2016.</i> Revision of Unit: F17W 10 Values and Principles in Care <i>has been revised by H21C 74 Care: Values and Principles and will finish on 31/07/2016.</i> Revision of Unit: D193 10 Drama Skills <i>has been revised by H231 74 Drama Skills and will finish on 31/07/2016.</i> Revision of Unit: D194 10 Theatre Production Skills <i>has been revised by H232 74 Drama: Production Skills and will finish on 31/07/2016.</i> Revision of Unit: D272 10 Fashion and Clothing Industry: An Introduction <i>has been revised by H251 74 Fashion and Textile Technology: Fashion and Textile Choices and will finish on 31/07/2016</i></p>	May 2014
7	<p>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)</p>	April 2013
6	<p>Addition of optional Unit: Working with Materials (H25H 73).</p>	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
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

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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 strategies and approaches such as More Choices, More Chances, 16+ Learning Choices, Curriculum for Excellence, Building the Curriculum 3 and Building the Curriculum 4. 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 young people participating in the broad range of learning programmes being undertaken in the context of More Choices, More Chances.

2 Rationale for the development of the Award

The Steps to Work Award responds directly to the Scottish Executive Report, **A Curriculum for Excellence** (2004). The development of the Award may enable learners to engage with the four capacities: Effective Contributors, Confident Individuals, Successful Learners and Responsible Citizens. The Award may also provide an opportunity for learners to develop skills for learning, life and work

In Scotland in 2008 there was 23,270 (8.8%) young people aged 16–19 not in education, employment or training¹. SQA developed a strategy to complement the Scottish Government More Choices, More Chances agenda. This strategy identified opportunities for developing and implementing a targeted approach aimed at increasing choice and opportunity for vulnerable, disengaged and hard to reach learners using existing SQA qualifications. SQA makes explicit the role that a national awarding body has in meeting the needs of these learners, while retaining a focus on assessment and the recognition of learning and achievement. The Steps to Work Award supports and complements **16+ Learning Choices** which is designed to encourage young people to remain in education post-16 as the best way of ensuring their long-term employability and contribution to society.

Building the Curriculum 3 (2008) encourages curriculum planners to provide more opportunities for vocational education. Some qualifications, related to vocational education, may be too rigid and long in duration for some learners, particularly those from the 'More Choices, More Chances' cohort. This can make it difficult for their achievements to be recognised. The Steps to Work Award is designed to be flexible by allowing learners to choose from a number of Units, some of which are based on smaller amounts of learning. This may be more appropriate for some learners as it may allow them to gain recognition for their achievements and help them take steps towards further opportunities.

¹ Source: School Leavers Destinations Publication, Department for Work and Pensions, 2004-2008

Building the Curriculum 4 (2009) highlights the importance of the development of skills for learning, life and work in young people. The Steps to Work Award includes Units which provide learners with an opportunity for the development of these essential skills. For example: problem solving, working with others, employability, handling information.

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. In order to increase the choice and flexibility, the Award includes a range of smaller Units which offer less than forty hours of learning and assessment.

The structure of the Steps to Work Award offers the learner greater choice while recognising that there is growing demand for flexibility within qualifications and assessment. The award seeks to provide a structure to recognise 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 the Unit *Food Preparation Techniques: An Introduction*. 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 Access 3 (SCQF level 3) and Intermediate 1 (SCQF level 4) and is worth 2 credits. The award consists of two sections:

Person Centred Section	Learners must complete the equivalent of 1 credit from this section.
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Practical Context Section	Learners must complete the equivalent of 1 credit from this section.
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This equates to approximately 80 hours of learning.

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 outwith 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 outwith 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, ie 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

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

Arts and Media				
*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 Analysis: Fiction	DF14 09	1.0	3	40
*Music: Performing Skills	H240 73	1.0	3	40
Music: Performing with Technology	DV4F 09	1.0	3	40
Performing Music on One Instrument or Voice	F3F4 09	1.0	3	40
Theatre Production Skills	D194 09	1.0	3	40

ICT				
Digital Computing	F1L2 09	1.0	3	40
Information and Communication Technology	F3GC 09	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	HF88 43	1.0	3	40
Work Shadowing	DR3V 09	1.0	3	40
Enterprise Activity	D36N 09	1.0	3	40
Working with Others	F3GE 09	1.0	3	40
Working with Craft Tools: An Introduction	D534 09	1.0	3	40
Practical Craft Skills	D535 09	1.0	3	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Food Preparation Techniques: An Introduction	D263 09	1.0	3	40
Office Practice: An Activity Approach	D521 09	1.0	3	40
Practical Experiences in Construction	DX15 09	1.0	3	40
Practical Experiences in Engineering	DX16 09	1.0	3	40
Food Hygiene for the Hospitality Industry	F792 09	0.5	3	20
Craftwork Enterprise	D536 09	1.0	3	40
*Fashion and Textile Technology: Fashion and Textile Choices	H251 73	0.5	3	20
Food Preparation for Healthy Eating	D262 09	0.5	3	20
Health and Safety for Babies and Young Children	D277 09	0.5	3	20
Hospitality: Organisation of Practical Skills	D9NL 09	0.5	3	20
Working with Materials	H25H 73*	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	DM7D 10	1.0	4	40
Sport and Recreation: Dealing with Accidents and Emergencies	DM7L 10	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	F38S 10	1.0	4	40
Sport and Recreation: Personal Fitness	DM7M 10	0.5	4	20
Physical Education: Performance	DF2T 10	1.5	4	40
Sporting Activity*		1.0	4	40
Sports Officiating: An Introduction	D686 10	0.5	4	20

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

Arts and Media				
*Art and Design: Design Activity	H204 74	1.0	4	40
Art and Design Studies	DV39 10	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	H2M6 10	1.0	4	40
or	H6ML 74	1.0	4	40
Creative Digital Media: An Introduction to the Industry - Scotland				
Media Studies: An Introduction	D6V5 10	1.0	4	40
Multimedia	D978 10	1.0	4	40
*Drama Skills	H231 74	1.0	4	40
Media Analysis: Fiction	DF14 10	1.0	4	40
Music Performing	DV46 10	1.0	4	40
Music: MIDI Sequencing	D352 10	1.0	4	40
Music Performing with Technology	DV4F 10	1.0	4	40
Music: Sound Engineering and Production	D354 10	1.0	4	40
*Drama: Production Skills	H232 74	1.0	4	40

*Refer to history of changes for revision details

Automotive				
Automotive: Effective Working Practices	DE3Y 10	0.5	4	20
Automotive: Foundation Skills	DE44 10	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
Information and the Internet	DF36 10	1.0	4	40
Internet: Basics	D3HF 10	0.5	4	20
*Internet Safety	H1F6 10	1.0	4	40
PC Passport: Internet	DC9N 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

Community Development	Code	Credit value	SCQF level	Hours
Environmental Issues	D309 10	1.0	4	40
Uniformed and Emergency Services: Engaging with the Community	F38T 10	1.0	4	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
Accommodation Operations	F4SN 10	1.0	4	40
Application of Electrical Hand-tools and Accessories	DH58 10	0.5	4	20
Animal Husbandry: An Introduction	DX0X 10	1.0	4	40
Assist with Accidents and Emergencies	DJ3X 10	0.5	4	20
Assist with an Event	F5FJ 10	1.0	4	40

Work-Related Skills	Code	Credit value	SCQF level	Hours
*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	DM81 10	0.5	4	20
Construction Crafts: Carpentry and Joinery Techniques	DM82 10	0.5	4	20
Construction Crafts: Decorative Finishes Using Waterborne Paints	DM7Y 10	0.5	4	20
Construction Crafts: Decorative Painting	DM7K 10	0.5	4	20
Construction Crafts: Electrical Installation	DM7T 10	0.5	4	20
Construction Crafts: Half-Brick Walling	DM7G 10	0.5	4	20
Construction Crafts: Plasterwork	DM7R 10	0.5	4	20
Construction Crafts: Plumbing	DM7E 10	0.5	4	20
Construction Crafts: Practical Copper Pipework	DM7W 10	0.5	4	20
Construction Crafts: Roof Tiling	DM7N 10	0.5	4	20
Construction Crafts: Site Carpentry and Bench Joinery	DM7J 10	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
Cosmetology: Prepare and Assist in a Workplace Environment	F0F9 10	0.5	4	20
Enterprise Activity	D36N 10	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

Work-Related Skills	Code	Credit value	SCQF level	Hours
Food Hygiene for the Hospitality Industry	F792 10	0.5	4	20
Food Preparation Techniques: An Introduction	D263 10	1.0	4	40
Food Preparation for Healthy Eating	D262 10	0.5	4	20
Hairdressing: Creativity	DX0P 10	1.0	4	40
Hairdressing: Salon Awareness	DX0M 10	1.0	4	40
Hairdressing: Working in the Salon	DX0N 10	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
Healthy Cookery	F4SS 10	1.0	4	40
Hospitality: Working Front of House	F19J 10	1.0	4	40
Hospitality: Working in the Professional Kitchen	F19G 10	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 Education and Childcare	HX1R 74	1.0	4	40
Residential Experience	D36M 10	1.0	4	40
Tree & Shrub Planting	D903 10	1.0	4	40
Care: Values and Principles	H21C 74	1.0	4	40
*Work Placement	HF88 44	1.0	4	40
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

*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, eg 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 intergrated 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. It is also anticipated that many of the programmes which may be complemented or supported by the award are those that may be carried out in the context of More Choices, More Chances or 16+ Learning Choices.

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 outwith 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 – Archery	D736 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 – Baseball/Softball	D714 10	1	4	40
Sporting Activity – Basketball	D715 10	1	4	40
Sporting Activity – Bowling	D716 10	1	4	40
Sporting Activity – Canoeing	D694 10	1	4	40
Sporting Activity – Climbing	F827 10	1	4	40
Sporting Activity – Cricket	D717 10	1	4	40
Sporting Activity – Curling	D705 10	1	4	40
Sporting Activity – Cycling	D738 10	1	4	40
Sporting Activity – Fencing	D701 10	1	4	40
Sporting Activity – Flag Football	DE55 10	1	4	40
Sporting Activity – Gaelic Football	D718 10	1	4	40
Sporting Activity – Goalball	D719 10	1	4	40
Sporting Activity – Golf	D720 10	1	4	40
Sporting Activity – Gymnastics	D702 10	1	4	40
Sporting Activity – Handball	D721 10	1	4	40
Sporting Activity – Hill Walking	F828 10	1	4	40
Sporting Activity – Hockey	D722 10	1	4	40
Sporting Activity – Ice Hockey	D706 10	1	4	40
Sporting Activity – Ice Skating	D707 10	1	4	40
Sporting Activity – Indoor Football	D724 10	1	4	40
Sporting Activity – Indoor Hockey	D723 10	1	4	40
Sporting Activity – Inland Kayaking	F829 10	1	4	40
Sporting Activity – Lacrosse	D725 10	1	4	40
Sporting Activity – Life Saving	D688 10	1	4	40
Sporting Activity – Martial Arts	D703 10	1	4	40
Sporting Activity – Mountain Biking	F82A 10	1	4	40
Sporting Activity – Netball	D726 10	1	4	40
Sporting Activity – Nordic Skiing	D708 10	1	4	40
Sporting Activity – Open Canadian Canoeing	D695 10	1	4	40
Sporting Activity – Orienteering	F82C 10	1	4	40
Sporting Activity – Personal Survival	D689 10	1	4	40
Sporting Activity – Rowing	D693 10	1	4	40
Sporting Activity – Rugby Football	D737 10	1	4	40
Sporting Activity – Sailing	D698 10	1	4	40
Sporting Activity – Sea Kayaking	D697 10	1	4	40
Sporting Activity – Shinty	D731 10	1	4	40

Sporting Activity Units	Code	Credit Value	SCQF level	Hours
Sporting Activity – Short Tennis	D732 10	1	4	40
Sporting Activity – Snowboarding	D711 10	1	4	40
Sporting Activity – Squash	D733 10	1	4	40
Sporting Activity – Swimming	F82D 10	1	4	40
Sporting Activity – Synchronised Swimming	D691 10	1	4	40
Sporting Activity – Table Tennis	D730 10	1	4	40
Sporting Activity – Telemark Skiing	D710 10	1	4	40
Sporting Activity – Tennis	D734 10	1	4	40
Sporting Activity – Trampolining	D704 10	1	4	40
Sporting Activity – Volleyball	D735 10	1	4	40
Sporting Activity – Water Polo	D692 10	1	4	40
Sporting Activity – Windsurfing	D699 10	1	4	40