



# **Core Skills Framework: an introduction**

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# Contents

<b>Introduction</b>	1
<b>The Core Skills</b>	2
<b>Core Skills certification</b>	7
<b>The purpose of this document</b>	7
<b>Communication</b>	
<b>Oral Communication</b>	
SCQF 2	8
SCQF 3	9
SCQF 4	10
SCQF 5	11
SCQF 6	12
<b>Written Communication (Reading)</b>	
SCQF 2	14
SCQF 3	15
SCQF 4	16
SCQF 5	17
SCQF 6	18
<b>Written Communication (Writing)</b>	
SCQF 2	19
SCQF 3	20
SCQF 4	21
SCQF 5	22
SCQF 6	23
<b>Numeracy</b>	
<b>Using Graphical Information</b>	
SCQF 2	25
SCQF 3	26
SCQF 4	27
SCQF 5	28
SCQF 6	29
<b>Using Number</b>	
SCQF 2	30
SCQF 3	31
SCQF 4	33
SCQF 5	35
SCQF 6	36

## **Information and Communication Technology**

### **Accessing Information**

SCQF 2	37
SCQF 3	38
SCQF 4	39
SCQF 5	40
SCQF 6	41

### **Providing/Creating Information**

SCQF 2	42
SCQF 3	43
SCQF 4	44
SCQF 5	45
SCQF 6	46

## **Problem Solving**

<b>Examples of tasks</b>	47
--------------------------	----

### **Critical Thinking**

SCQF 2	48
SCQF 3	49
SCQF 4	50
SCQF 5	51
SCQF 6	52

### **Planning and Organising**

SCQF 2	53
SCQF 3	54
SCQF 4	55
SCQF 5	56
SCQF 6	57

### **Reviewing and Evaluating**

SCQF 2	58
SCQF 3	59
SCQF 4	60
SCQF 5	61
SCQF 6	62

## **Working with Others**

<b>Examples of tasks</b>	63
--------------------------	----

### **Working Co-operatively with Others**

SCQF 2	64
SCQF 3	65
SCQF 4	66
SCQF 5	67
SCQF 6	68

**Reviewing Co-operative Contribution**

SCQF 2	69
SCQF 3	70
SCQF 4	71
SCQF 5	72
SCQF 6	73

## Introduction

Core Skills enable people to put their knowledge, skills and understanding into action flexibly, adapting them to new situations. Core Skills apply to a wide range of contexts in education and training, in life, and in work. They underpin and promote the development of learning and study skills, and provide a foundation for lifelong learning and personal development.

The importance of Core Skills is widely recognised in employment and education. Lifelong learning that builds on people's Core Skills is essential if individuals are to fulfil their personal needs and meet the needs of society. In the workplace, employees at every level are increasingly expected to take responsibility for the quality of the products and services they produce or provide. Individuals who can analyse and solve problems, communicate well, use information technology, and work with others effectively, are well-equipped to assume the active, flexible and responsible roles that modern workplaces need.

A wide variety of skills and qualities are developed and used in education and training, in work and in life. Some of these are 'core' to personal development and performance.

First, there are skills for **tackling issues and problems**. These skills include being able to:

- ◆ think critically and creatively
- ◆ analyse situations and suggest courses of action
- ◆ plan and organise what is involved and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future

Second, there are skills that are vital in enabling individuals to function effectively. **Communication**, both orally and in writing, is essential for clarifying your own thoughts, for relating to others, and for learning and working. The **numerical skills** involved in processing, interpreting, and communicating information can help you to understand, predict, and solve many types of problem. Skills in **using information and communication technology** are increasingly essential for obtaining and analysing information, for organising your ideas, and for communicating and working with others. And being able to **work with others** means having interpersonal skills that help you to co-operate with others in personal, learning and working situations to identify and achieve your shared goals.

## The Core Skills

Each Core Skill, and its components, can be assessed at SCQF levels 2–6. This section gives you a brief description of each component, and describes the range of activities that its assessment will involve at the different levels.

### Core Skill: Problem Solving

The three components of this skill are the stages involved in tackling issues and problems in personal, social, and work contexts. They are often used in sequence, and repeatedly. Each component can also be a focus of activity in its own right.

#### Component: Critical Thinking

Critical Thinking is about using analysis and reasoning to make decisions and to create or suggest ideas, courses of action, and strategies. Attainment levels range from:

- ◆ working in situations that involve a few, easily-identified factors set in familiar contexts

to:

- ◆ working in more complex situations that require a greater degree of analysis before approaches can be devised

#### Component: Planning and Organising

Planning and Organising is the ability to plan a task, taking account of available resources, and to manage the task to completion. Attainment levels range from:

- ◆ creating plans involving a small number of steps and using familiar resources

to:

- ◆ efficient management of a more complex plan, which may include a review of strategy and a degree of research in identifying the resources to be used to deal with difficulties

#### Component: Reviewing and Evaluating

Reviewing and Evaluating is the ability to reflect on and review the process of tackling issues and problems, to evaluate the outcomes, and to identify where alternative strategies might have been used. Attainment levels range from:

- ◆ identifying a strength and weakness in a strategy

to:

- ◆ identifying and gathering evaluation evidence, evaluating strategies, and making appropriate recommendations

## **Core Skill: Communication**

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying your thoughts, in interacting and conversing effectively with others, and in conveying information, feelings, and opinions.

### **Component: Oral Communication**

Oral Communication means being able to take part in discussions and make presentations, interacting with your audience as appropriate. Attainment levels range from:

- ◆ conveying basic information and opinions through short, informal communications on familiar topics

to:

- ◆ presenting and analysing complex information and issues through more sustained discussions or presentations on complex topics, as well as listening and responding to what others say

### **Component: Written Communication**

Written Communication is the ability to write and respond to writing (reading). Attainment levels range from:

- ◆ dealing with brief communications expressing a few basic ideas or pieces of information about familiar topics

to:

- ◆ dealing with communications which analyse and explore complex information and issues

## **Core Skill: Numeracy**

To cope with the demands of everyday life, including work and study, people need to be comfortable with numbers and with graphs, symbols, diagrams, and calculators. The skills needed for this involved interpreting, processing, and communicating, quantifiable and spatial information.

### **Component: Using Graphical Information**

This is the ability to interpret and communicate quantifiable information that is given in writing, diagrams, or pictures. Attainment levels range from:

- ◆ working in familiar contexts with simple, specified tables, graphs and shapes

to:

- ◆ working in more abstract contexts and with more complex graphical information which may require some analysis, and where decisions have to be made on effective ways to communicate the information

### **Component: Using Number**

This is the ability to apply numerical and other relevant mathematical and statistical skills. Attainment levels range from:

- ◆ working confidently with basic numbers in everyday contexts

to:

- ◆ working confidently with more complex numerical concepts and techniques in more abstract contexts

### **Core Skill: Information and Communication Technology**

Information and Communication Technology is concerned with the electronic collection, organisation, analysis, presentation, and communication of information. It encompasses all media types and formats as well as all relevant tools.

The Core Skill focuses on the ability to use information and communication technology to process information in a variety of ways which will be necessary for further learning in work and in the home. It is not about developing IT specialists who will act as first-line support for others or install specialist systems.

This is a rapidly progressing area. While the standards and examples given provide a snapshot for 2013, the framework has been designed to be flexible enough to accommodate any further digital skills deemed essential for everyday use.

### **Component: Accessing Information**

This is the ability to use information and communication technology to support a range of information-accessing activities. Attainment levels range from:

- ◆ accessing basic information and communication technology to perform simple processing of familiar data and to select information from a local database or a simple internet search

to:

- ◆ making effective, responsible, and secure use of information and communication technology, using application software in a context requiring some analysis and evaluation, and retrieving information from a range of sources

### **Component: Providing/Creating Information**

This is the ability to use information and communication technology to provide, create, and process information. Attainment levels range from:

- ◆ using familiar application software to carry out very simple processing tasks and providing/creating very simple information technology

to:

- ◆ using a range of information and communication technology in unfamiliar contexts, observing security procedures and the needs of other users. Evaluating and sharing information

### **Core Skill: Working with Others**

The fact that Working with Others is a Core Skill emphasises the importance of co-operation and teamwork in social, learning, and working situations. Working with Others has two components: Working Co-operatively with Others, and Reviewing Co-operative Contribution.

While achieving a shared goal is the main focus, co-operation with others should be developed through all stages of any collaboration.

Reviewing your own contribution and learning through reflection also has a wider application to personal development.

### **Component: Working Co-operatively with Others**

This is about using interpersonal skills appropriately, to recognise and value the roles of other people, taking responsibility for your own contribution, and supporting co-operative working in appropriate ways. Attainment levels range from:

- ◆ identifying, with support, your own role and the roles of other people, and helping to achieve a shared goal

to:

- ◆ analysing the roles and behaviour of others and adapting your own behaviour to deal with the complexity of changing and challenging dynamics

### **Component: Reviewing Co-operative Contribution**

This is the ability to discuss the process of working co-operatively with other people, reflecting on and reviewing the collaboration. This might include commenting or resolving issues and handling other people's behaviour.

Learners should evaluate the outcomes, identify the value of their own contribution, and reflect on any personal learning and development that may be needed to enhance their contribution to future collaborative work.

Attainment levels range from:

- ◆ identifying a strength and weakness in the way you helped achieve things together, suggesting how your own contribution could be strengthened in the future

to:

- ◆ identifying and gathering evidence, critically evaluating your own contribution, and making appropriate recommendations about future learning and contributions

## Core Skills certification

Since 1999, candidates for SQA qualifications have been able to show what they have achieved in Core Skills.

Candidates with Standard Grades will already have a Core Skills profile. Also, many candidates undertaking key National Courses, supporting Curriculum for Excellence, should get a Core Skills profile. The Core Skills Profile is reviewed each time they achieve a new SQA qualification. There is no need for candidates to achieve all Core Skills, or to complete a Group Award. Their profile will report their Core Skills achievements by component — so Core Skills certification is available to those who do not complete a whole Core Skill.

With increasing emphasis being placed on Core Skills in education (including higher education), training, and employment, it is important that candidates are given the opportunity to be credited for what they can do.

Candidates can achieve Core Skills through:

- ◆ any Unit, Course or Award which has been audited against the Core Skills framework and validated as fully covering one or more Core Skills component
- ◆ named Core Skills Units

In the former case, certification will be automatic. Candidates will not need to enter for the Core Skills component — the entry on the Core Skills profile will be generated automatically by SQA when they achieve the relevant Unit, Course or Award.

Named Core Skills Units are available for use by schools, colleges, higher education institutions, and training providers, and in the workplace.

## The purpose of this document

The remainder of this document provides detailed technical specifications for each Core Skill for use by those designing programmes of learning and teaching in Scotland. This document should support practitioners in the teaching and learning of Core Skills, this does not always have to be tied to certification. It can also be used for auditing Units, Courses, Awards, assessment programmes, and Group Awards, and by SQA staff.

The document gives definitions of the Core Skills at each level and the specific skills in each. It also gives details of how the skills could be applied by the candidate. The further information section should be interpreted in the context of the Unit/Course. The section is not a list of mandatory requirements. It gives examples of how a candidate can show the development of the specific skills.

## Oral Communication

SCQF 2

### General skill

Produce and respond to a very simple oral communication.

### Specific skills

The candidate must:

- ◆ convey at least one very simple item of information, opinion, or idea
- ◆ use an adequate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ listen to and take account of the contributions of others

### Further information

The candidate can show this through:

- ◆ taking part in a very simple interaction with one or more people — this will usually be a brief discussion on a very simple, familiar topic
- ◆ using language that the listener(s) understand(s). There may be weaknesses in the candidate's use of vocabulary, register, and sentence structures, but these should not prevent communication with others
- ◆ in the main, speaking loudly enough for listeners to hear
- ◆ occasionally using appropriate non-verbal conventions — eg making appropriate eye contact once or twice, pausing at appropriate points
- ◆ responding to others appropriately by listening and taking account of their contributions — eg by repeating information or answering a question, nodding

### Examples of tasks might include:

- ◆ responding to very simple suggestions made to change something
- ◆ agreeing or disagreeing with a very simply expressed point of view
- ◆ giving personal details such as a name and address to another person in response to a very simple question
- ◆ telling a very simple joke

## Oral Communication

SCQF 3

### General skill

Produce and respond to simple oral communication.

### Specific skills

The candidate must:

- ◆ convey simple information, opinions, or ideas
- ◆ attempt to sequence and link information, opinions, or ideas
- ◆ use an appropriate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ respond to others, listening and taking account of their contributions

### Further information

The candidate can show this through:

- ◆ taking part in a simple interaction with one or more people — this will usually be a discussion on a simple topic
- ◆ conveying information, opinions, or ideas at a simple level
- ◆ sequencing and linking information clearly and in order — eg giving simple directions in the correct order
- ◆ using simple vocabulary in an appropriate register. Vocabulary and sentence structures will allow the speaker's meaning to be conveyed
- ◆ speaking loudly enough for listeners to hear
- ◆ using appropriate non-verbal conventions — eg by listening and responding, following an instruction, making appropriate eye contact or gestures, pausing at appropriate times
- ◆ responding to others appropriately by listening and taking account of their contributions — eg by repeating information, or asking or answering questions

### Examples of tasks might include:

- ◆ responding to simple suggestions made to change something
- ◆ agreeing or disagreeing with a simply expressed point of view
- ◆ passing on a simple message for an absent colleague
- ◆ making an estimate based on a simple discussion with a customer
- ◆ giving directions to a visitor as to how to reach a particular place, or area, that is not immediately obvious
- ◆ making a brief call, using a telephone, making a video call, eg Skype or Facetime, to ask for simple information
- ◆ discussing the progress of a task or project with others, taking turns in contributing
- ◆ carrying out a simple and clear instruction/suggestion

## Oral Communication

SCQF 4

### General skill

Produce and respond to straightforward oral communication.

### Specific skills

The candidate must:

- ◆ convey appropriate information, opinions, and/or ideas
- ◆ sequence and link information, opinions, and ideas
- ◆ use appropriate vocabulary in an appropriate range of spoken language structures
- ◆ take account of situation and audience during delivery
- ◆ respond to others, listening and taking account of their contributions

### Further information

The candidate can show this through:

- ◆ taking part in a straightforward interaction with one or more people — this will usually be a discussion on a straightforward topic, although candidates may also deliver a short talk with questions and answers
- ◆ conveying several items of information, opinions, or ideas
- ◆ sequencing and linking information clearly and in order when presenting — eg giving instructions in the correct order; giving a short talk with a recognisable beginning and end, and basic linkage
- ◆ using vocabulary, register, and sentence structures which are mainly appropriate to purpose and audience. There should be some attempt to vary these as appropriate — eg rephrasing a point in simpler terms to aid the understanding of others
- ◆ speaking loudly enough for listeners to hear, and trying to vary pace and tone
- ◆ using appropriate non-verbal conventions — eg making appropriate eye contact, posture or gestures, pausing at appropriate points
- ◆ taking account of the contributions of others — eg by listening and responding to points of view, taking account of their contributions, answering questions, asking questions to clarify, or expanding points briefly if necessary

### Examples of tasks might include:

- ◆ acting on a telephone complaint from a customer which has some detail
- ◆ discussing a short, straightforward work briefing and taking appropriate action
- ◆ following the main thread of a straightforward group discussion on a local issue and contributing with some reasoned argument/opinions
- ◆ recognising when a comment is overtly sarcastic or ironic
- ◆ taking part in an uncomplicated interview/webinar/web conference
- ◆ giving a short informal talk and answering some questions on some aspect of work undertaken

## Oral Communication

SCQF 5

### General skill

Produce and respond to oral communication.

### Specific skills

The candidate must:

- ◆ convey all essential information, opinions, or ideas with supporting detail accurately and coherently
- ◆ show skill in sequencing and linking information, opinions, and/or ideas
- ◆ use vocabulary and a range of spoken language structures appropriate to purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others, listening and taking account of their contributions

### Further information

The candidate can show this through:

- ◆ taking part in a spoken interaction with one or more people — this may be a discussion which has a clear purpose, is on a relevant topic, and allows for exploration and the reaching of a consensus. The candidate will make a significant contribution. Alternatively, the candidate can deliver a presentation which includes significant interaction with the audience. The presentation may be supported by images — eg illustrations, models or images using IT or multimedia tools
- ◆ conveying all essential information or ideas — eg by developing an argument containing several sets of information, or by giving a demonstration, or by exploring an issue in some detail
- ◆ sequencing and linking to present information clearly and in order — eg a presentation, giving an overview in the introduction, presenting information in a logical sequence, and giving a conclusion summarising the main points
- ◆ using vocabulary, register and sentence structures which are appropriate to a clear purpose and audience. These should be varied as necessary. Some formal language may be used — eg use of specialist vocabulary
- ◆ speaking loudly enough for listeners to hear and adjust pace and modulation to meet the needs of the audience
- ◆ making appropriate use of eye contact, posture, and gesture
- ◆ taking account of the contributions of others — eg by listening and responding to points of view, taking account of their contributions, answering questions, asking questions to clarify or explore in greater depth, summarising or expanding on points made

### Examples of tasks might include:

- ◆ taking part in an interview or meeting at work to decide on the best course of action
- ◆ giving a presentation which is supported by visual aids such as multimedia tools
- ◆ making a significant contribution to a local debate, taking a range of roles to help move the discussion forward to conclusion
- ◆ explaining a task with several steps and a considerable degree of detail to a new member of a team or class
- ◆ summarising a series of points made in a discussion group

## Oral Communication

SCQF 6

### General skill

Produce and respond to oral communication on a complex topic.

### Specific skills

The candidate must:

- ◆ use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality
- ◆ convey all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate
- ◆ structure communication to take full account of purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others, listening and taking account of their contributions

### Further information

The candidate can show this through:

- ◆ taking part in a spoken interaction with one or more people. This may be a formal meeting/discussion/web conference with a clear remit to explore an issue in depth and reach conclusions. Candidates will make a significant and sustained contribution to the discussion which should allow for identification of key elements and exploration of points of view on a complex issue. Alternatively, the candidate can deliver a structured oral presentation which presents, analyses, and evaluates a substantial body of information. The presentation should include significant, sustained interaction with, and responses to, the questions and points of view of the audience. An oral presentation should be supported where appropriate by images — eg illustrations, models or images using IT or multimedia tools
- ◆ conveying all essential information or ideas. Although the topic may be complex, the candidate may simplify elements by identifying and expanding on key aspects, possibly in response to questions
- ◆ using vocabulary, register, and sentence structures which are consistently appropriate to purpose and audience, and are varied effectively. Some complex or specialist vocabulary may be used
- ◆ integrating the use of formal language and non-verbal conventions, with conscious variation in tone, pace, and modulation adjusted to audience needs. Skilled use will be made of eye contact, posture, gesture and tone
- ◆ responding to others as appropriate — eg by listening; answering questions; asking questions to clarify or explore responses in greater depth; analysing; summarising; expanding, reflecting on or synthesising the points of view expressed

## Oral Communication

## SCQF 6 (continued)

### Examples of tasks might include:

- ◆ giving a work briefing for performance of a complex task or procedure, and responding to questions
- ◆ summarising both sides of a group discussion on a given proposal
- ◆ reacting appropriately to a complex complaint from an annoyed customer
- ◆ making a significant contribution, based on prior preparation and investigation, to a formal meeting/conference with a clear remit
- ◆ making a sustained and coherent argument on a complex topic based on a range of beliefs, values, opinions, or facts
- ◆ making a formal presentation which collates, analyses, and presents conclusions on findings from a substantial project

## Written Communication (Reading)

SCQF 2

### General skill

Read and understand very simple written communication.

### Specific skills

The candidate must:

- ◆ identify the purpose of a brief written communication of non-fiction
- ◆ identify a piece of information in the written communication

### Further information

Reading material should be very familiar to candidates and routine to their situation. Texts with a practical purpose are most suitable — these are likely to include supporting images as well as words. Vocabulary should be familiar to the candidates. The communication will be very brief — using a few simple sentences — and should express its content in a direct, uncomplicated way. The purpose of the communication should be very clear and embodied in conventions typical of this particular form — eg layout, language, use of pictures or other supportive material.

The candidate can show this through:

- ◆ reading a brief written communication (text) which conveys one or two items of information — the text must be non-fiction
- ◆ identifying the purpose of that text, showing awareness of the context within which the information is used — eg a warning, an instruction, an invitation, a list, an application
- ◆ identifying a specific piece of information from the text

### Examples of tasks might include:

- ◆ identifying a warning notice and extracting the key information
- ◆ identifying an invitation to a birthday party and extracting the correct sender/place/time/date
- ◆ using a very simple, short shopping list of familiar products to buy correct items

## Written Communication (Reading)

SCQF 3

### General skill

Read, understand, and evaluate simple written communication.

### Specific skills

The candidate must:

- ◆ identify the significant ideas or main points in the written communication of non-fiction
- ◆ make a basic evaluation of the communication supported by a single piece of evidence

### Further information

Reading materials should be familiar to the candidate and routine to their situation. Texts with a practical purpose are most suitable. These may include images as well as words. Vocabulary should be familiar to the candidates. The communication will be brief, the key points should be explicit, and the content should be direct and uncomplicated. The purpose of the communication should be clear and should be clearly embodied in conventions typical of this particular form — eg layout, language, use of pictures or other supportive material, level of formality.

The candidate can show this through:

- ◆ reading a brief written communication (text) which conveys several items of information. The text must be non-fiction
- ◆ extracting the most important ideas/key points of information from that text
- ◆ saying whether the text achieved its purpose and give a reason

### Examples of tasks might include:

- ◆ identifying the main information from a simple leaflet and commenting on how useful the leaflet is
- ◆ explaining the point of a letter from school or college, identifying the main information it contains, and deciding if it is, or isn't, a helpful letter
- ◆ explaining the aim of a short article posted on the web (or in a magazine, or newspaper) to highlight the benefits of recycling, taking the main points to discuss and deciding if it is a convincing article
- ◆ identifying what is required from a job advert, including what skills are required for the job and deciding, with reasons, whether or not it is likely to succeed

## Written Communication (Reading)

SCQF 4

### General skill

Read, understand, and evaluate straightforward written communication.

### Specific skills

The candidate must:

- ◆ give an accurate account of important ideas or significant information in a written communication of non-fiction
- ◆ make a basic evaluation of the communication supported by evidence

### Further information

Reading material should be mainly familiar to candidates and routine to their situation, and may include images as well as words. Vocabulary should be familiar to the candidates, but may include some accessible specialist or technical terms. Sentences will usually be simple in structure and there will be a straightforward relationship between paragraphs or other structural divisions. The communication should express its content in a direct, uncomplicated way and key points should be easily identifiable. The purpose of the communication should be embodied in conventions which are consistent with its purpose and the intended reader — such as layout, use of graphics, and language.

The candidate can show this through:

- ◆ reading a written communication (text) which conveys several sets of information and/or a distinct opinion. The text must be non-fiction
- ◆ extracting the main points from that text
- ◆ saying how well the text meets its purpose, referring to aspects of the text such as conventions of layout, format, and language used

### Examples of tasks might include:

- ◆ identifying the main issues in an e-mail outlining a new work policy, actively responding to each point, and commenting on how clearly the message had been conveyed
- ◆ identifying the main points in an article on healthy eating which explores several ways this can be achieved and commenting how persuasive it has been
- ◆ following the written instructions for using a piece of domestic equipment and commenting on their clarity

## Written Communication (Reading)

SCQF 5

### General skill

Read, understand, and evaluate written communication.

### Specific skills

The candidate must:

- ◆ identify significant information, ideas, and supporting details in a written communication of non-fiction
- ◆ evaluate the effectiveness of the communication in meeting its purpose

### Further information

Reading materials may deal with topics and use vocabulary which candidates may reasonably have been expected to encounter through a general awareness of vocational or current issues. They may sometimes feature unfamiliar, abstract ideas and complexity in tone, point of view or central argument. A suitable text will combine factual content with analysis, or present a sustained point of view. It may use some complex vocabulary and sentence structures which allow for exemplification. It may include images (eg diagrams, maps, tables, sketches or photographs) as well as words. The text may have more than one purpose — eg to inform and report, or evaluate; to express a reaction; and to persuade.

The candidate can show this through:

- ◆ reading a written communication (text) which combines factual content and analysis and/or presents a sustained opinion or argument. The text must be non-fiction
- ◆ identifying the significant ideas and detail within the communication and make appropriate links
- ◆ evaluating how well the communication meets its main purpose and the needs of its intended readers by referring to content, style, and conventions such as layout, graphics, and language

### Examples of tasks might include:

- ◆ presenting a summary of an article from a local or community newspaper or web page, identifying any bias and its possible effect on readers
- ◆ summarising (or responding to) the features and costs of equipment described in a detailed e-mail, evaluating how well the message works
- ◆ following detailed on-screen instructions to play a new computer game and commenting on their effectiveness

## Written Communication (Reading)

SCQF 6

### General skill

Read, understand, and evaluate complex written communication.

### Specific skills

The candidate must:

- ◆ identify and summarise all significant information, ideas and supporting details in a complex written communication of non-fiction
- ◆ evaluate fully the effectiveness of a communication in meeting its purpose and the needs of its intended readership

### Further information

Reading materials may deal with topics and vocabulary which are abstract and may be unfamiliar to candidates. Information, ideas, and meaning will be at a sophisticated level (often characterised by the number and relationship of ideas, by density of detail, or by abstraction). The text may use complex/specialist vocabulary and make substantial use of sentences which are internally complex. The structure of the text will allow for exemplification and analysis. The text may include images (eg diagrams, maps, charts, tables, photographs) as well as words. The text will normally have more than one purpose — eg to inform, report and evaluate; to discuss and to persuade; to express a reaction; to share an experience and to draw conclusions; to recommend.

The candidate can show this through:

- ◆ reading a written communication (text) which is concerned with the presentation, analysis, and synthesis of information; and/or which explores an issue from several perspectives; and/or which presents a sustained and sophisticated argument. The text must be non-fiction
- ◆ extracting, summarising, and providing a full explanation of the relationships between all significant information, ideas, and supporting detail within the communication
- ◆ evaluating fully how well the communication meets its purpose and the needs of its intended readers. Evidence given in support of this evaluation should include analysis of the relationship between the purpose and intended readership; and an examination of the conventions such as style, structure, graphics, layout, tone, and language

### Examples of tasks might include:

- ◆ summarising and evaluating a substantial research report from a trade or professional journal
- ◆ analysing and evaluating a community partnership's annual report, inferring the readership/purpose and commenting on the effectiveness of its presentation
- ◆ analysing and evaluating a series of complex articles from a web log (blog) and extracting relevant information which may impact on processes at work

**Written Communication (Writing)**

**SCQF 2**

**General skill**

Produce very simple written communication.

**Specific skills**

The candidate must:

- ◆ present relevant information
- ◆ use conventions which are appropriate for purpose

**Further information**

Tasks should be very familiar to the candidate and well practised.

Texts may include images such as sketches or photographs in support of written texts.

These images may be selected by the candidate with support from a bank of images or created by the candidate.

The candidate can show this through:

- ◆ producing a brief, written communication which conveys a simple item of information or a simple opinion presented in concrete personal terms
- ◆ using very simple vocabulary and where appropriate very simple sentence structures. Errors may be present but these should not prevent the reader from grasping the meaning after further reading

**Examples of tasks might include:**

- ◆ sending a short note, postcard, or e-mail
- ◆ making a simple notice or birthday card
- ◆ making a shopping list of at least six items

## Written Communication (Writing)

SCQF 3

### General skill

Produce a simple written communication.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information
- ◆ use a discernible structure
- ◆ use conventions which are mainly appropriate for purpose and audience
- ◆ use spelling, punctuation, and sentence structures which are sufficiently accurate to convey meaning

### Further information

Tasks should be familiar and routine for the candidate.

Texts may include images such as maps, sketches, diagrams, or photographs in support of the written text. These images may be selected by the candidate from a bank of images or created by the candidate.

The candidate can show this through:

- ◆ producing a brief, written communication which conveys several items of information and/or a discernible personal opinion
- ◆ using a format, layout, and word choice which are appropriate to the purpose and target readership
- ◆ using simple vocabulary and sentence structures. There may be errors, but these should not prevent the reader from grasping the meaning
- ◆ using basic punctuation

### Examples of tasks might include:

- ◆ writing a short update e-mail or note to family
- ◆ writing a short message requesting information from a colleague
- ◆ making diary, log book, or blog entries
- ◆ writing a simple recipe with ingredients list and method

## Written Communication (Writing)

SCQF 4

### General skill

Produce a straightforward but detailed written communication.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information with some supporting detail in a logical order
- ◆ use a structure which is mainly appropriate to purpose and audience
- ◆ use conventions which are appropriate to purpose and audience
- ◆ use spelling, punctuation, and sentence structure which are mainly accurate

### Further information

Tasks should be mainly familiar to the candidates and routine to their situation.

The candidate can show this through:

- ◆ producing a written communication which conveys several sets of information and/or a clearly stated opinion with generality and objectivity
- ◆ organising the sets of information/aspects of content into a logical structure, with straightforward relationships between paragraphs or other divisions
- ◆ using a format, layout, and word choice which are appropriate to the purpose and intended readership
- ◆ using spelling, vocabulary, and sentence structure accurately enough to convey meaning at first reading

### Examples of tasks might include:

- ◆ recording details of work procedures in a log
- ◆ responding in writing to a complaint about faulty goods
- ◆ completing an accident report supported by maps and diagrams
- ◆ contributing to a general, personal, or vocational blog

## Written Communication (Writing)

SCQF 5

### General skill

Produce well structured written communication.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a structure which takes account of purpose and audience, and emphasises the main points
- ◆ use conventions which are appropriate to target audience and effective in achieving the purpose
- ◆ use spelling, punctuation, and sentence structure which are consistently accurate
- ◆ vary sentence structure, paragraphing, and vocabulary to suit the purpose and target audience

### Further information

The communication will have a clearly defined purpose and audience. Information will be presented and analysed, with selection and highlighting of the most significant details. Ideas and opinions will be developed and supported by evidence. Texts may include images (eg tables, maps, diagrams or photographs) in support of the written text. These images may be selected from a bank of images or created by the candidate.

The candidate can show this through:

- ◆ producing a written communication which is concerned with the presentation and analysis of information and/or with developing an opinion or argument
- ◆ organising the content into a logical and effective structure, with clear linking between sentences and paragraphs or other structural divisions
- ◆ using a format, layout, and word choice which are appropriate to the intended readership and effective in meeting the purpose
- ◆ using spelling, vocabulary, and sentence structure accurately. This may include some complex vocabulary and sentence structures. Where appropriate, sentences will show accurate handling of clauses. Although a few errors may be present when using complexities, these will not be significant

### Examples of tasks might include:

- ◆ producing a local investigation report with appropriate subdivisions/headings
- ◆ writing minutes of a meeting with detailed reports on issues discussed
- ◆ making an extended contribution to a debate within a general, personal, or vocational blog
- ◆ producing a critical response on a current topic with appropriate structures and referencing

## Written Communication (Writing)

SCQF 6

### General skill

Produce well structured written communication on complex topics.

### Specific skills

The candidate must:

- ◆ present all essential ideas/information and supporting detail in a logical and effective order
- ◆ use a structure which takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing
- ◆ use conventions which are effective in achieving the purpose of the piece and adapted as necessary for the target audience
- ◆ use spelling, punctuation, and sentence structures which are consistently accurate
- ◆ vary sentence structure, paragraphing, and vocabulary to suit the purpose and target audience

### Further information

The communication will have a clearly defined purpose, audience, and appropriate structure. Information will be presented, analysed, and evaluated, and/or ideas and opinions will be developed in relation to an issue which is explored in depth and considered from several perspectives, taking account of and refuting challenges. Appropriate complex topics may involve a large number of related ideas, large amounts of detail (which the candidate must present clearly), or discussion of abstract or technical concepts. Texts may include supporting images.

The candidate can show this through:

- ◆ producing a written communication which presents, analyses, and evaluates a substantial body of information, and/or develops an opinion in relation to an issue which is explored in depth
- ◆ using a structure and layout which makes clear how content has been organised and evaluated, using paragraphing or other structural divisions to make clear distinctions between facts, opinions, arguments, and conclusions. A recognised referencing system may be used
- ◆ using a format, layout, and word choice which are appropriate to the content and context, adapted to meet the needs of the intended readership, and effective in meeting the purpose
- ◆ using spelling, vocabulary, and sentence structure accurately, and vary these to clarify aspects of content. Sentences may be internally complex and some complex language may be used, including some specialist vocabulary. Glossaries may be used. Although a few errors may be present, these will not be significant

**Written Communication (Writing)**

**SCQF 6 (continued)**

**Examples of tasks might include:**

- ◆ producing a well structured report of a complex, practical investigation or research project which draws detailed conclusions/makes recommendations for change
- ◆ drafting a proposal to local councillors which details community resources required with recommended actions to be taken
- ◆ writing a detailed report to management on the incidence and causes of recent accidents with suggestions on how to improve health and safety

## Using Graphical Information

SCQF 2

### General skill

Read and use very simple graphical information in familiar everyday situations.

### Specific skills

The candidate must:

- ◆ extract information from a very simple table or diagram
- ◆ communicate information in a very simple table or diagram

### Further information

Familiar everyday situations might involve calendars, work timetables or schedules, or transport timetables — the candidate should be able to extract required information from these sources with prompting/support.

Tables and diagrams should be designed for the candidate to complete with prompting/support.

The candidate can show this through:

- ◆ extracting information from a very simple table containing one category of information
- or
- ◆ extracting information from a very simple diagram
  - ◆ communicating by adding information to a partially completed table and diagram

### Examples of tasks might include:

- ◆ finding bus departure times from a table showing one destination
- ◆ finding a school on a very simple street plan of the local area
- ◆ finding the time of a programme from a very limited broadcasting schedule
- ◆ producing a simple room plan using shapes provided

## Using Graphical Information

SCQF 3

### General skill

Read and use simple graphical information in everyday situations.

### Specific skills

The candidate must:

- ◆ extract information from: simple tables, graphs, charts, or diagrams
- ◆ communicate information appropriately through: simple tables, graphs, charts, or diagrams as appropriate

### Further information

Suitable tasks would be provided by timetables or schedules; catalogue or brochure tables; or distance/time graphs.

Tables, graphs, charts, or diagrams should be selected and designed for the candidate to complete. In the case of a graph involving a scale, the scale should be given. Communication in simple diagrams should only involve two-dimensional shapes. The graphical form used to communicate information should be specified for the candidate.

The candidate can show this through:

- ◆ extracting information from at least one of the following:
  - a simple table containing two categories of information
  - a simple chart — eg bar or pie chart
  - a simple graph — eg a line graph with a simple scale
  - a simple diagram — eg a diagram of a 2D shape, a 2D representation of a familiar 3D shape, a simple map
- ◆ communicating information in at least one of the following: simple tables, graphs, charts, or diagrams

### Examples of tasks might include:

- ◆ comparing the cost of 1st and 2nd Class postage for a given package
- ◆ using a street map to find your nearest swimming pool
- ◆ drawing a simple map
- ◆ completing a fuel consumption chart for a car
- ◆ producing a simple chart showing male and female preferences for jeans
- ◆ working out best value from a simple mobile phone tariff table

## Using Graphical Information

SCQF 4

### General skill

Interpret and communicate straightforward graphical information in everyday situations.

### Specific skills

The candidate must:

- ◆ extract information from a straightforward table, graph, chart, or diagram
- ◆ use appropriate graphical forms to convey particular types of information
- ◆ communicate information in straightforward tables, graphs, charts, or diagrams

### Further information

Work timetables or schedules, transport timetables, or distance/time graphs would provide suitable tasks. It is assumed that the candidate will be familiar with common types of tables, graphs, charts, or diagrams in everyday use, but evidence of each of these is not required.

The form in which the candidate will communicate information should be familiar.

The candidate can show this through:

- ◆ interpreting information from at least one of the following:
  - a table containing three or four categories of information
  - a chart — eg a bar or pie chart
  - a graph with a straightforward scale —eg a line graph
  - a straightforward diagram — eg a circuit diagram, a 2D representation of a 3D shape, a map)
- ◆ communicating information appropriately in at least one of the following: straightforward tables, graphs, charts, or diagrams

### Examples of tasks might include:

- ◆ costing a holiday using tables from a brochure showing prices according to date of departure, hotel chosen, length of stay
- ◆ producing a straightforward circuit diagram or map
- ◆ showing results of a survey in an appropriate format for others to read and make comparisons

## Using Graphical Information

SCQF 5

### General skill

Interpret and communicate graphical information in everyday situations.

### Specific skills

The candidate must:

- ◆ interpret information from a table, graph, chart, or diagram
- ◆ use an appropriate form of table, graph, chart, or diagram, to communicate information

### Further information

The candidate should interpret information which has either been presented as a number of related, straightforward forms; or in one complex form. Interpreting information must go beyond simply extracting information and include, where appropriate, interpolation and extrapolation.

The candidate will be familiar with a range of common graphical forms, and will use an appropriate form in which to convey particular information.

The candidate can show this through:

- ◆ communicating information in an appropriate form using tables, graphs, charts, or diagrams
- ◆ interpreting information presented in a complex graphical form — eg qualitative graphs; graphs where part of the axis has been omitted; histograms; graphs showing concepts/relationships such as cumulative frequency or complex variables

or

- ◆ interpreting information from a series of straightforward, interconnected tables, graphs, charts, or diagrams

### Examples of tasks might include:

- ◆ forecasting fuel costs for an organisation from past fuel consumption and cost data
- ◆ calculating acceleration from a velocity/time graph
- ◆ calculating a number in a specific age group from a population pyramid
- ◆ producing a histogram showing customer breakdown by age, gender, and income
- ◆ using national household survey tables, determine to what extent gender has an effect on income

## Using Graphical Information

SCQF 6

### General skill

Apply a wide range of graphical skills to interpret and present complex information in everyday situations.

### Specific skills

The candidate must:

- ◆ extract, analyse, and interpret graphical information
- ◆ use an appropriate form of complex table, chart, diagram, or qualitative form, and communicate complex information in that form

### Further information

The candidate should extract, analyse, and interpret information which has been presented in complex graphical forms — eg statistical data in graphical format. The candidate will be familiar with a range of common graphical forms and will use an appropriate type in which to convey particular information. The type used may be qualitative — eg a graph with no scales on the axes showing a relationship or trend.

The candidate can show this through:

- ◆ identifying significant features in complex graphical information — eg patterns, scatter, discontinuities, rates of change — and interpret these in relation to the underlying variables
- ◆ communicating information in an appropriate form — eg table, line graph, bar chart, pie chart, histogram, diagram, or qualitative form such as a graph with no scale on the axes

### Examples of tasks might include:

- ◆ using a population growth graph to forecast need for secondary school places
- ◆ drawing a diagram of a room layout to scale
- ◆ reading weather maps to postpone/advance sailing outings
- ◆ producing a series of charts to demonstrate staff turnover rates for different grades of staff

## Using Number

## SCQF 2

### General skill

Apply very simple numerical skills in familiar everyday situations using time, money, and measurement.

### Specific skills

The candidate must:

- ◆ recognise and use some basic numerical notation
- ◆ choose one numerical operation to be carried out
- ◆ carry out very simple numerical calculations
- ◆ make very simple comparisons
- ◆ read and use a very simple scale which is numbered

### Further information

The candidate will be able to carry out very simple calculations which are relevant to familiar everyday situations.

Calculations may be carried out mentally, in writing, or using a calculator or other electronic device — eg a computer. Candidates may give exact or approximate answers as appropriate. Candidates should check their answers, but evidence of checking is not required.

The candidate can show this through:

- ◆ recognising and using two of the following: whole numbers, very simple decimals, very simple fractions
- ◆ carrying out all of the following: addition, subtraction, very simple multiplication, and very simple division of whole numbers
- ◆ making a very simple numerical comparison between items
- ◆ reading and use a very simple scale, on which every division is numbered
- ◆ using a familiar measuring instrument to measure to the nearest marked number

### Examples of tasks might include:

- ◆ working out very simple financial transactions — eg recognising when change is due
- ◆ adding numbers in a group
- ◆ dividing portions of food — eg sharing a pizza equally between four people
- ◆ recognising different times for familiar activities
- ◆ recognising half-price in a sale is the same as 50% off
- ◆ recognising that a tin of beans at 47p is much more expensive than a similar tin on offer at 32p
- ◆ measuring with a ruler, metre stick, or tape measure
- ◆ weighing ingredients with household scales
- ◆ taking the temperature of a room with a thermometer

## Using Number

SCQF 3

### General skill

Apply simple numerical skills in everyday situations.

### Specific skills

The candidate must:

- ◆ work with basic numerical notation
- ◆ select appropriate methods to be applied to particular tasks
- ◆ carry out simple numerical calculations (addition, subtraction, multiplication and division)
- ◆ draw simple conclusions from results produced
- ◆ read and use a simple, numbered scale

### Further information

Everyday situations might involve money, time, length, weight, area, volume, temperature. Tasks will be familiar and will involve only a small number of obvious steps.

Calculations may be carried out mentally, in writing, or using a calculator or other electronic device — eg a computer. Candidates may give exact or approximate answers as appropriate. Candidates should check their answers, although evidence of checking is not required.

The candidate can show this through:

- ◆ using notation for each of the following: whole numbers, simple decimals, simple percentages, simple fractions, simple ratios — eg 1:3, 5:1
- ◆ deciding what calculations need to be carried out and in what order — eg add then multiply
- ◆ carrying out all of the following: addition, subtraction, multiplication, division
- ◆ carrying out simple calculations involving one of the following: whole number percentages, simple fractions — eg  $\frac{3}{4}$
- ◆ reading and using a scale which has only the main divisions numbered
- ◆ using a measuring instrument to measure to the nearest numbered division, or use the scale on a graph to determine quantities to the nearest numbered division

**Examples of tasks might include:**

- ◆ calculating a floor area
- ◆ calculating the effect of a 10% price rise
- ◆ calculating the score after three darts in a game of 301
- ◆ calculating double quantities for a recipe and using scales to weigh accurately
- ◆ deciding on the appropriate time to leave the house to arrive in time for work, based on the given departure and arrival time taken for a short journey
- ◆ decide on how many adults are needed to accompany children on an outing to comply with current legislation
- ◆ measuring with a ruler, metre stick, or tape measure where the scale has 0 and 10 labelled, and five subdivisions

## Using Number

SCQF 4

### General skill

Apply a range of straightforward numerical skills in everyday situations.

### Specific skills

The candidate must:

- ◆ work confidently with basic numerical notation
- ◆ select appropriate numerical methods to be carried out
- ◆ carry out a range of straightforward numerical calculations
- ◆ draw straightforward conclusions from results
- ◆ read and use a straightforward scale

### Further information

Everyday situations might involve money, time (including the 24-hour clock), length, weight, area, volume, and temperature. While there may be a number of steps involved in the process, they will not always be obvious and may need to be clarified before any calculation takes place.

Calculations may be carried out mentally, in writing, or using a calculator or other electronic device — eg a computer. It is assumed that candidates will be able to add, subtract, multiply and divide, but evidence of all the basic operations is not required. Candidates will round answers to a given degree of accuracy — eg to two decimal places. Candidates should check answers, although evidence of checking is not required.

The candidate can show this through:

- ◆ reading and using a straightforward scale which has all the main divisions numbered and sub-divisions marked
- ◆ using notation for all of the following: whole numbers, decimals, percentages, fractions, ratios
- ◆ deciding which calculations are to be carried out, and the order in which to carry them out — eg add then multiply. At this level, candidates must show that they can carry out calculations to solve straightforward problems requiring at least two stages to arrive at an answer
- ◆ carrying out calculations with whole numbers and decimals — eg adding money
- ◆ carrying out calculations involving the following: percentages, fractions, ratios
- ◆ using a measuring instrument to measure to the nearest unnumbered division, or use the scale on a graph to determine quantities to the nearest marked unnumbered division

**Using Number**

**SCQF 4 (continued)**

**Examples of tasks might include:**

- ◆ calculating the space required to store a defined number of standard-sized boxes
- ◆ calculating the ratio of males to females, within a particular income bracket, in a local survey
- ◆ carrying out a mileage, subsistence, and tax calculations for an expenses claim
- ◆ calculating possible winnings from a bet on a horse at particular odds
- ◆ measuring ingredients by volume where scale numbering requires specific interpretation
- ◆ forecasting the cost of electricity for the coming year based on bills for the previous year, and planning monthly amounts to cover this including adjustment for seasonal variations/price increases

## Using Number

SCQF 5

### General skill

Apply a range of numerical skills in various everyday situations.

### Specific skills

The candidate must:

- ◆ work confidently to solve a numerical problem
- ◆ decide on the types of numerical calculations to be carried out
- ◆ decide on steps to be carried out and in what order to solve problems or situations, where the required processes are not obvious

### Further information

Tasks may be set in unfamiliar situations where the relevant facts and their importance need to be clarified; or in more familiar situations where an analytical approach is needed.

Calculations may be carried out mentally, in writing, or using a calculator or other electronic device — eg a computer. It is assumed that the candidate will be able to add, subtract, multiply, and divide whole numbers and decimals, and to work with fractions, percentages, and ratios as appropriate, but evidence of all of these is not required. Candidates will round answers to an appropriate degree of accuracy — eg to two decimal places. Candidates should check answers, although evidence of checking is not required.

The candidate can show this through:

- ◆ solving problems involving one numerical or statistical concept — eg quantitative and qualitative data, discrete and continuous data, numbers represented by symbols, or a statistical concept such as range
- ◆ deciding which operations are to be carried out to solve a problem, and the order in which to carry them out
- ◆ carrying out a number of sustained calculations, or at least one specialised calculation  
— eg a calculation involving a scientific formula to determine an outcome

### Examples of tasks might include:

- ◆ calculating annual profit and loss from monthly returns
- ◆ solving an engineering calculation using a formula expressing the relationship between work done, force and distance
- ◆ determining disposable income for a household from monthly accounts
- ◆ costing materials required to decorate a room

## Using Number

## SCQF 6

### General skill

Apply, in combination, a wide range of numerical methods to solve complex problems in everyday and specialised situations.

### Specific skills

The candidate must:

- ◆ work confidently with numerical or statistical methods
- ◆ decide on the steps and operations to be carried out to solve a complex problem
- ◆ carry out a number of sustained, complex calculations

### Further information

Tasks may involve unfamiliar contexts where the relevant facts and their importance need to be clarified. Generalised contexts include situations where the candidate has to deal with problems in a more general way — eg by creating a model of a situation.

Calculations may be carried out mentally, in writing, or using a calculator or other electronic device — eg a computer. It is assumed that the candidate will be able to add, subtract, multiply, and divide whole numbers and decimals, and to work with fractions, percentages, and ratios as appropriate, but evidence of all of these is not required. Candidates will round answers to an appropriate degree of accuracy — eg to two decimal places or three significant figures. Candidates should check answers, although evidence of checking is not required.

The candidate can show this through:

- ◆ solving problems involving one numerical or statistical theory — eg relationships in symbolic form, numbers represented by symbols, or statistical concepts such as standard deviation
- ◆ deciding which steps are to be carried out and the order in which to carry them out. At this level, candidates must show that they can solve complex problems. The process of reaching a solution will have several stages, some of which might involve more than one numerical calculation
- ◆ carrying out sustained, complex calculations — eg use of formulae in symbolic form; manipulation of symbols; addition/subtraction/multiplication/division of fractions and decimals

### Examples of tasks might include:

- ◆ calculations involving complex financial data
- ◆ in an engineering context, using formulae to calculate the flow of a particular liquid through a pipe
- ◆ producing qualitative and quantitative data with impact analysis of intervention, from a local survey
- ◆ researching and comparing local data with national statistics — eg on children's health

## Accessing Information

SCQF 2

### General skill

Use ICT within very simple tasks with assistance if required to access information.

### Specific skills

The candidate must:

- ◆ use a familiar application software to carry out very simple accessing tasks
- ◆ carry out very simple searches for information using ICT

### Further information

The candidate can show this through:

- ◆ recognising and using features of an ICT interface — eg icons, menus, option buttons
- ◆ loading and accessing a file from hard disk or removable media or online storage — eg internal/external drive, memory stick/card, web/cloud-based storage, mobile phone
- ◆ saving a file
- ◆ retrieving easily accessed information for a given purpose
- ◆ finding information in a file using a single criteria — eg a key term, field, file name
- ◆ using (if appropriate) a log-in name, password and/or PIN

### Examples of tasks might include:

- ◆ using a cash-point machine to dispense cash or a statement
- ◆ using a touch-screen to locate travel information
- ◆ carrying out a very simple internet search
- ◆ showing others pictures from a mobile/smart phone
- ◆ accessing voicemail message on mobile device

## Accessing Information

SCQF 3

### General skill

Use ICT within simple tasks, to access information.

### Specific skills

The candidate must:

- ◆ use appropriate application software for simple accessing tasks
- ◆ carry out simple searches for information using ICT

### Further information

The candidate can show this through:

- ◆ use menus to choose operations eg icons, apps, option buttons
- ◆ save a file to the hard drive from removable media/online storage
- ◆ name and save a file
- ◆ locate information using one criterion. Information may be textual, numerical, graphical, video, audio
- ◆ observe and apply common ICT security measures — eg by keeping own log-in and password secure, and recognising online security

### Examples of tasks might include:

- ◆ carrying out a simple internet search for local information
- ◆ searching a customer database for a specific name
- ◆ logging-on and operating e-mail at work or at home or on the move
- ◆ accessing an existing online account in order to carry out a transaction
- ◆ sorting and organising music files (MP3s) on a computing device

## Accessing Information

SCQF 4

### General skill

Use ICT effectively to access information within a range of straightforward tasks.

### Specific skills

The candidate must:

- ◆ make effective use of a computing system
- ◆ carry out straightforward searches, or one sustained search, for information using appropriate ict
- ◆ select the relevant information from these searches

### Further information

The candidate can show this through:

- ◆ find and launch application software relevant to given tasks
- ◆ use straightforward techniques to assist in a search — eg search within results, quotation marks, ‘find’ tools
- ◆ carry out straightforward searches for information, using a range of sources/criteria (eg internet, intranet, local files) or a sustained search using one source and a range of criteria
- ◆ select relevant information from searches observe and apply common ICT security practices when handling information and act accordingly

### Examples of tasks might include:

- ◆ using the internet to find information to plan a community group trip
- ◆ searching an e-mail account for a specific attachment
- ◆ finding an online banking service that meets needs
- ◆ using a search engine to find and select a soundtrack for a project
- ◆ entering information on GPS/online maps to locate destination

## Accessing Information

SCQF 5

### General skill

Use ICT independently, effectively, and responsibly to access information within a range of tasks.

### Specific skills

The candidate must:

- ◆ Make effective, independent, and responsible use of ICT
- ◆ Carry out searches for information using a range of digital sources
- ◆ Evaluate results of a search strategy

### Further information

The candidate can show this through:

- ◆ finding and launching appropriate application software to perform given tasks
- ◆ carrying out searches for information, within parameters, requiring some decisions about an effective strategy — eg taking account of time, cost, effective filtering of information
- ◆ searching for information within given parameters — eg date, format, level, filtering
- ◆ evaluating information
- ◆ keeping data secure — eg by using passwords, using malicious software protection, backing-up data, using encryption or other appropriate methods

Information obtained through the search strategy should be handled responsibly, eg sources should be referenced; content may need to be rejected, edited or paraphrased.

### Examples of tasks might include:

- ◆ using a database and creating multiple filters to select information for use in a mail-shot
- ◆ searching a complex website for an unfamiliar product or service — eg searching for mobile phone tariffs
- ◆ using online searches to inform a school project on a given topic

## Accessing Information

SCQF 6

### General skill

Use ICT independently to carry out complex searches across a range of tasks.

### Specific skills

The candidate must:

- ◆ use a range of ICT devices, observing security procedures
- ◆ carry out complex searches for information
- ◆ evaluate reliability of information

### Further information

The candidate can show this through:

- ◆ selecting and using appropriate application software to perform a range of tasks
- ◆ keeping data secure and well managed — eg by using passwords, using malicious software protection, backing-up data, maintaining personal file area, encryption
- ◆ carrying out complex searches for information within given parameters — eg date, format, level, relevance
- ◆ evaluating fitness for purpose of information obtained through search strategy

Complex searches will involve: choice of sources; order of searching; choice of keywords; use of search logic; application of search parameters; menu and open choice searching.

Information obtained through the search strategy should be handled responsibly, eg sources should be referenced; content may need to be rejected, edited or paraphrased.

### Examples of tasks might include:

- ◆ searching multiple external and internal databases, which are unfamiliar and not uniform, to gather names and addresses of specific company directors to create a mailing list

## Providing/Creating Information

SCQF 2

### General skill

Use ICT to perform very simple processing tasks with assistance if required.

### Specific skills

The candidate must:

- ◆ carry out very simple tasks using ICT
- ◆ use a familiar application software to carry out very simple processing tasks
- ◆ provide/create very simple outputs using ICT

### Further information

The candidate can show this through:

- ◆ recognising and using features of an ICT interface — eg icons, menus, option buttons, applications
- ◆ loading and accessing a file from hard disk, online storage or removable media — eg internal/external hard drive, memory stick /card, web/cloud-based storage
- ◆ saving a file
- ◆ entering, editing and outputting data in a given format in a software application
- ◆ presenting information in an appropriate mode — eg on screen display, print out, play digital file

When extracting and presenting information from a data source, candidates may use either a local or remote source that is familiar to them. The data source may be identified for candidates and may be one that they have helped to construct, such as a very simple database or help text. Information may be textual, numerical, graphical or audio.

### Examples of tasks might include:

- ◆ using a touch-screen to locate travel information and purchasing a ticket
- ◆ carrying out a very simple web search and printing out the results
- ◆ designing a birthday card for a friend and printing it out
- ◆ putting the results of a science experiment into an electronic table
- ◆ using an online reservation system to book a table at a restaurant

## Providing/Creating Information

SCQF 3

### General skill

Use ICT to perform simple processing tasks.

### Specific skills

The candidate must:

- ◆ carry out simple processing tasks using ICT
- ◆ select and use appropriate application software to enter, locate, and process simple information

### Further information

The candidate can show this through:

- ◆ using menus to choose operations
- ◆ copying/ transferring files to the hard drive from removable media/online storage, or vice versa
- ◆ copying/transferring and deleting files and folders
- ◆ naming and saving a file
- ◆ entering, editing, and outputting data using appropriate applications software
- ◆ presenting information in an appropriate mode — eg on screen display, print out, play digital file

When extracting and presenting information from a data source, candidates may use either a local or remote source that is familiar to them. The data source may be identified for candidates and may be one that they have helped to construct, such as a simple database or help text. Information may be textual, numerical, graphical, audio, etc.

### Examples of tasks might include:

- ◆ word processing a formal letter using a template
- ◆ searching a customer database for a specific name and printing off the information
- ◆ loading a piece of music to a removable device — ie a smart phone for personal use
- ◆ using a self-service checkout to complete purchase transactions

## Providing/Creating Information

SCQF 4

### General skill

Use ICT effectively to perform a range of straightforward processing tasks.

### Specific skills

The candidate must:

- ◆ make effective use of a computing system to process information
- ◆ carry out a range of straightforward tasks using familiar application software
- ◆ present information in a straightforward and appropriate format

### Further information

The candidate can show this through:

- ◆ finding and using applications relevant to given tasks
- ◆ using straightforward computing utilities — eg file manager, print manager, control panels, settings
- ◆ naming and organising folders and sub-folders
- ◆ presenting information in an appropriate mode — eg on screen display, print out, play digital file

Work effectively — eg working to a reasonable timescale to meet the desired purpose and level of accuracy. When searching, extracting and presenting information from an electronic data source, candidates may use either a local or remote source — eg local database, CD-ROM, website. The data source should either be familiar to the candidate, or have a structure for searching which offers straightforward choices. Information may be textual, numerical, graphical, audio, etc.

### Examples of tasks might include:

- ◆ setting up folders and sub-folders to store own assessments
- ◆ using the internet to find information to plan a community group trip and producing a poster
- ◆ calculating the cost of a children's party using spreadsheet software
- ◆ customising a PC desktop or mobile phone screen or tablet
- ◆ uploading and sharing of file on online forum

## Providing/Creating Information

SCQF 5

### General skill

Use ICT independently, effectively, and responsibly to carry out a range of processing tasks.

### Specific skills

The candidate must:

- ◆ make effective, independent, and responsible use of ICT
- ◆ carry out a range of processing tasks using ICT
- ◆ locate and integrate data from a range of sources
- ◆ evaluate information

### Further information

The candidate can show this through:

- ◆ selecting and launching appropriate application software to perform tasks
- ◆ keeping data secure — eg by using passwords, using malicious software protection, backing-up data, encryption
- ◆ presenting information in an appropriate mode — eg on screen display, print out, play digital file
- ◆ evaluating information using criteria — eg source, currency, format, relevance

Effective and responsible use of hardware devices and software applications means for example, demonstrating due attention to other users. When extracting and presenting information from an electronic data source, candidates may use either local or remote data sources — eg CD-ROM/websites. The data source should require several straightforward choices, or have a less obvious structure, or more complex inter-relationships. Information may be textual, numerical, graphical, audio, etc. Candidates should be discerning in their choice of websites, having regard for factors such as reliability, currency, authority, bias, etc. When drawing on information sourced using ICT candidates should ensure appropriate and ethical use of that information.

### Examples of tasks might include:

- ◆ preparing a presentation using appropriate software applications
- ◆ using a database to carry out an electronic mail-shot of a standard e-mail to clients
- ◆ selecting appropriate websites/data sources to research a current issue and presenting findings in an appropriate format including referencing
- ◆ creating a presentation with embedded hyperlinks acknowledging their source

## Providing/Creating Information

SCQF 6

### General skill

Use ICT independently to carry out a range of processing tasks.

### Specific skills

The candidate must:

- ◆ use a range of ICT devices, observing security procedures troubleshoot simple hardware or software problems
- ◆ make selective use of ICT
- ◆ evaluate information
- ◆ present findings in an appropriate format

### Further information on the specific skills

The candidate can show this through:

- ◆ selecting and launching appropriate application software to perform complex tasks
- ◆ keeping data secure and well managed — eg by using passwords, using malicious software protection, backing-up data, maintaining personal file area, encryption, etc
- ◆ presenting information in an appropriate mode — eg on screen display, print out, play digital file
- ◆ evaluating information against chosen criteria
- ◆ using information ethically – eg referencing sources

Effective and responsible use of hardware devices and software applications, demonstrating due attention to other users. They should be aware of common hardware and software problems.

When extracting and presenting information from an electronic data source, candidates may use either local or remote data sources — eg local database, CD-ROM/websites. The data source should require several straightforward choices, or have a less obvious structure, or more complex inter-relationships. Information may be textual, numerical, graphical, audio, etc. Candidates should be discerning in their choice of websites/data sources, having regard for factors such as reliability, currency, authority, bias. When drawing on information sourced using ICT candidates should ensure appropriate and ethical use of that information.

### Examples of tasks might include:

- ◆ using a software package to analyse the results of a survey
- ◆ calculating the increase in running costs of a small organisation in the light of salary increases
- ◆ using a software package to model alternative layouts of a workroom
- ◆ recording a video on a mobile device — eg a smart phone or tablet and uploading to video streaming services (eg YouTube) observing ethical practices (eg obtaining consent) and following security guidelines

# Problem Solving

## Examples of tasks might include:

- ◆ **Level 2:** Organise a birthday or other celebration for a friend, classmate, or colleague, taking account of individual preferences and resources available.
- ◆ **Level 3:** Troubleshoot a flat tyre, methodically checking the parts to identify the source of the problem.
- ◆ **Level 4:** Cleaning and decorating a bedroom, bed-sit, or shared accommodation.
- ◆ **Level 5:** Draw up, implement, and review a personal revision and study plan for an exam subject.
- ◆ **Level 6:** Devising and implementing a first-day induction programme for a new member of staff.

## Critical Thinking

SCQF 2

### General skill

Analyse a very simple familiar situation or issue.

### Specific skills

The candidate must:

- ◆ recognise some main features of the situation or issue
- ◆ identify a process to deal with the situation or issue, prompted by reference to previous experience

### Further information

The candidate can show this through:

- ◆ dealing with a routine situation or issue in a context which is familiar. There will be a small number of variables and/or relationships — these will be identified for the candidate
- ◆ recognising which of these variables and/or relationships are of most importance to the situation
- ◆ suggesting a routine, familiar course of action to address the situation based on their previous experience, with prompting

## Critical Thinking

SCQF 3

### General skill

Analyse a simple situation or issue.

### Specific skills

The candidate must:

- ◆ recognise the main features of the situation or issue
- ◆ identify a process to deal with the situation or issue

### Further information

The candidate can show this through:

- ◆ dealing with a situation or issue in a context which is familiar to them. There will be a small number of obvious variables and the relationships between these will be clear to the candidate. In a less familiar situation, the variables and/or relationships should be already identified and understood by the candidate
- ◆ identifying the main variables and the relationships between them
- ◆ suggesting a routine, familiar course of action to address the situation based on their previous experience

## Critical Thinking

SCQF 4

### General skill

Analyse a straightforward situation or issue.

### Specific skills

The candidate must:

- ◆ identify the main features of the situation or issue
- ◆ select an approach to deal with the situation or issue

### Further information

The candidate can show this through:

- ◆ dealing with a situation or issue in a context which is familiar to them. There will be a limited number of variables and the relationships between these will be clear
- ◆ identifying the variables and the relationship between them
- ◆ evaluating the situation — this might include summarising, explaining, or drawing conclusions — or devising a strategy (ie a technique, procedure, or a course of action) to deal with the situation. There may be several, obvious straightforward approaches to select from, including making a simple modification to a known process

## Critical Thinking

SCQF 5

### General skill

Analyse a situation or issue.

### Specific skills

The candidate must:

- ◆ identify the factors involved in the situation or issue
- ◆ assess the relevance of these factors to the situation or issue
- ◆ develop an approach to deal with the situation or issue

### Further information

The candidate can show this through:

- ◆ dealing with a situation or issue in a context which is familiar to them where the relationship between the variables requires to be clarified  
OR
- ◆ dealing with a situation in an unfamiliar context where relationships between variables are clear
- ◆ identifying the variables and the relationship between them
- ◆ evaluating the situation — this might include summarising, explaining, or drawing conclusions — or devising a strategy (ie a technique, procedure, or course of action) to deal with the situation. They may devise a new approach or select and/or modify an existing approach

## Critical Thinking

SCQF 6

### General skill

Analyse a complex situation or issue.

### Specific skills

The candidate must:

- ◆ identify the factors involved in the situation or issue
- ◆ assess the relevance of these factors to the situation or issue
- ◆ provide and justify an approach to deal with the situation or issue

### Further information

The candidate can show this through:

- ◆ dealing with a situation or issue where variables may be relatively complex or unfamiliar, relationships need to be clarified and the context may be unfamiliar
- ◆ identifying the variables and the relationships between them, analysing the significance and relevance of each variable
- ◆ evaluating the situation — this might include summarising, explaining, or drawing conclusions — or identify a strategy (ie a technique, procedure, or a course of action) to deal with the situation. They may devise a new approach or select and/or modify an existing approach. The approach must be justified, for example, by accounting for the factors or evidence involved, by referring to the resources and time available, and/or by comparison with other possible approaches

## Planning and Organising

SCQF 2

### General skill

Plan, organise, and complete a very simple, familiar task.

### Specific skills

The candidate must:

- ◆ identify some very simple steps in the plan
- ◆ select appropriate resources to carry out the plan
- ◆ carry out the task

### Further information

The candidate can show this through:

- ◆ completing a task with a small number of given, clear steps. The resources will be appropriate to the task and might include information, set procedures, people, equipment, or physical resources
- ◆ deciding with support, how the task will be carried out and then complete it. At all stages, the candidate may need some prompting, referring to previous experience

## Planning and Organising

SCQF 3

### General skill

Plan, organise, and complete a simple task.

### Specific skills

The candidate must:

- ◆ identify the sequence of steps in the plan
- ◆ select appropriate resources to carry out the plan
- ◆ carry out the task

### Further information

The candidate can show this through:

- ◆ completing a familiar task with a small number of steps. If the task is less familiar, the steps should be given and clear
- ◆ selecting resources from a familiar range of common resources or from a given range of familiar resources. The resources will be appropriate to the task and might include sources of information, set procedures, people, and equipment/physical resources
- ◆ deciding how the task will be managed and carry it out — this could include allocation of tasks to others

## Planning and Organising

SCQF 4

### General skill

Plan, organise, and complete a straightforward task.

### Specific skills

The candidate must:

- ◆ develop a plan
- ◆ identify and ensure you have the resources to carry out the plan
- ◆ carry out the task

### Further information

The candidate can show this through:

- ◆ completing a task in a familiar context. The task may have several obvious possible approaches or involve modifying a known plan, with a limited number of steps/variables, where relationships are clear. The plan is likely to be linear. The resources should be appropriate to the task, and might include sources of information, set procedures, people, and physical resources such as equipment or accommodation
- ◆ selecting the resources from a range of familiar sources
- ◆ deciding how the task will be managed and carry it out — this could include allocation of tasks to others

## Planning and Organising

SCQF 5

### General skill

Plan, organise, and complete a task.

### Specific skills

The candidate must:

- ◆ develop a plan
- ◆ identify and ensure you have the resources to carry out the plan
- ◆ carry out the task

### Further information

The candidate can show this through:

- ◆ completing a task in an unfamiliar context where relationships are clear  
Alternatively, if candidates are working in a familiar context, the relationships between variables should be unfamiliar
- ◆ developing a plan which might involve branching (more than one concurrent strand)
- ◆ identifying and ensuring they have the necessary resources, selecting these from a wide range of familiar and unfamiliar sources, possibly involving a search. The resources will be appropriate to the task and might include sources of information, set procedures, people, and equipment/physical resources
- ◆ deciding how the task will be managed and carry it out — this could include allocation of tasks to others

## Planning and Organising

SCQF 6

### General skill

Plan, organise, and complete a complex task.

### Specific skills

The candidate must:

- ◆ develop a plan
- ◆ identify and ensure you have the resources to carry out the plan
- ◆ carry out the task

### Further information

The candidate can show this through:

- ◆ dealing with a task with complex features such as a large number of variables in an unfamiliar context where relationships may be unfamiliar
- ◆ involving more than one concurrent strand and a review or opportunity to adjust the strategy
- ◆ identifying and ensuring they have resources, selecting these from a range of familiar and unfamiliar sources, possibly involving a search. The resources will be appropriate to the task and might include sources of information, set procedures, people, equipment, and physical resources
- ◆ deciding how the task will be managed and carry it out — this could include allocation of tasks to others

## Reviewing and Evaluating

SCQF 2

### General skill

Review and evaluate a very simple, familiar problem solving activity.

### Specific skills

The candidate must:

- ◆ identify the strengths and weaknesses of the solution to the problem (given some simple criteria)

### Further information

Candidates are likely to be dealing with a familiar activity, set in a familiar context, involving a small number of obvious variables.

The candidate can show this through:

- ◆ identifying a strength and weakness of a solution, with some prompting and directive support, referring to previous experience — eg what went well / not so well
- ◆ using given simple criteria, which might be in the form of questions on the effectiveness of time, resources, people, etc

## Reviewing and Evaluating

SCQF 3

### General skill

Review and evaluate a simple problem solving activity.

### Specific skills

The candidate must:

- ◆ identify the strengths and weaknesses of the solution to the problem
- ◆ use given simple criteria

### Further information

Candidates will be dealing with an activity set in a familiar context, involving a small number of obvious variables and simple task management.

The candidate can show this through:

- ◆ identifying the strengths and weaknesses of the solution to the problem — in a simple activity the solution or outcome is likely to be the main or only source of evidence for the evaluation
- ◆ using given simple criteria, which might include questions — eg appropriateness of action, resources used, or workability of the solution or outcome

## Reviewing and Evaluating

SCQF 4

### General skill

Review and evaluate a straightforward problem solving activity.

### Specific skills

The candidate must:

- ◆ identify the strengths and weaknesses of all stages the problem solving strategy
- ◆ draw a conclusion

### Further information

Candidates will be dealing with an activity set in a familiar context, involving a limited number of factors and straightforward task management.

The candidate can show this through:

- ◆ identifying the strengths and weaknesses of all stages of the problem solving strategy — ie analysing the situation, planning and organising the task and the outcome of the activity
- ◆ clearly referring to evidence on aspects of the strategy such as whether all factors were identified; effectiveness of the strategy and planning; suitability of resources; or appropriateness of the outcome
- ◆ drawing a conclusion — this should refer to, and consider, the evidence. The conclusion might involve suggesting an alternative or modification to the strategy or plan, making a prediction or a generalisation

## Reviewing and Evaluating

SCQF 5

### General skill

Review and evaluate a problem solving activity.

### Specific skills

The candidate must:

- ◆ evaluate the effectiveness of all stages of the problem solving strategy and assess or explain the relevance of the evidence
- ◆ draw conclusions and justify them with reference to the evidence

### Further information

The candidate can deal with an activity in an unfamiliar context where the relationships between factors are clear. Alternatively, the candidate can deal with an activity in a familiar context where relationships need to be clarified. In both cases, the plan is likely to involve more than one strand and the resources used will be less familiar.

The candidate can show this through:

- ◆ evaluating all stages of the problem solving strategy — ie analysing the situation, planning and organising the task and the outcome of the activity. They may do this using criteria which they have devised. Alternatively, candidates could select evaluation criteria from a range provided or adopt, or adapt, a set of established criteria
- ◆ explaining the supporting evidence — this must include some assessment or explanation which goes beyond a mere re-statement of the evidence
- ◆ drawing conclusions — this might involve suggestions for alternative or modified strategies or further work; or making predictions or generalisations. The conclusions should be appropriate and supported by the available evidence

## Reviewing and Evaluating

SCQF 6

### General skill

Review and evaluate a complex problem solving activity.

### Specific skills

The candidate must:

- ◆ evaluate the effectiveness of all stages of the strategy/strategies
- ◆ identify and gather appropriate evidence
- ◆ draw conclusions and make recommendations

### Further information

Candidates will be dealing with an activity where the factors involved may be numerous, complex or unfamiliar, where relationships need to be clarified and where the task management itself is complex.

The candidate can show this through:

- ◆ analysing the effectiveness of all aspects of a problem solving strategy — ie analysing the situation, planning and organising the task and the outcome of the activity. Evaluation should include reference to any modifications to the strategy during the course of the activity or to alternative strategies considered. Candidates may devise their own criteria for evaluation or adopt, or adapt, a set of established criteria
- ◆ identifying and gathering appropriate evidence to support the evaluation — sources of evidence might include use of qualitative/quantitative methods; comparisons with other systems or products; impact studies; product testing; or market research
- ◆ drawing conclusions — candidates should consider all the evidence coherently with no major aspect omitted
- ◆ making recommendations — the full set of conclusions should be drawn on in making recommendations. Recommendations could include suggestions for improvements to a product, process, system, or event; the need for further evidence or in-depth investigation; use of an alternative strategy in future

# Working with Others

## Examples of tasks might include:

- ◆ **Level 2:** In a classroom or workroom, with support, work co-operatively to re-organise a seating plan and display of work or information. With support, assess own contribution to activity and/or activities and identify some objectives for future learning.
- ◆ **Level 3:** Work co-operatively to carry out an investigation on a topic of local interest including, with limited support, the identification of roles within the group. The investigation should involve the gathering and collating of information, and presenting results. The candidate should be able to identify their own strengths and weaknesses in terms of their contribution to the co-operative activity and/or activities, accept feedback and advice, and identify some objectives for future learning.
- ◆ **Level 4:** In an educational, community or work context, work co-operatively to carry out a money-raising event in support of a charitable appeal such as Children in Need. The roles should be identified, given the collective strengths and weaknesses, and should be adapted to accommodate emerging difficulties. The candidate should refer to supporting evidence in carrying out an evaluation of their performance within the co-operative activity and/or activities. They should identify their own learning from the experience and, considering the involvement of others, evaluate their own and overall co-operative working.
- ◆ **Level 5:** Working co-operatively, through clearly identified roles, to implement a promotional activity and/or activities to increase attendance at a community event. Individuals should be pro-active in adapting their own role as the activity and/or activities progress, and should seek and offer support to others involved, whilst being aware of emerging/changing roles. The candidate should decide on their own criteria for evaluating their contribution to the co-operative activity and/or activities. Using the selected criteria and considering the involvement of others, the candidate should evaluate their own and overall co-operative working, referring to supporting evidence. Conclusions should be justified in relation to the evidence gathered.
- ◆ **Level 6:** Devise, promote and implement a project to reduce waste in a workplace. Analysis of strengths and weaknesses should be conducted and roles identified appropriately. The project may include measures such as recycling and improving energy efficiency. The complexity of the roles within the activity and/or activities should be reflected in the candidate's ability to adapt their role and behaviour to accommodate changing and challenging interpersonal situations. Considering the involvement of others, the candidate should analyse and evaluate both their own and the overall co-operative working, referring to supporting evidence. The candidate should draw conclusions and justify these, providing recommendations for future co-operative working based on the evaluative process.

## Working Co-operatively with Others

SCQF 2

### General skill

In very simple interactions, work with others co-operatively on an activity and/or activities, with support.

### Specific skills

The candidate must:

- ◆ identify own role and the roles of others involved
- ◆ ask for, and/or give, information and support from/to others involved in a helpful way

### Further information

The co-operative activity and/or activities should be capable of being broken down into very simple tasks and/or roles and should be similar to activities already practised by the candidate. The interpersonal skills should be very simple.

The candidate can show this through:

- ◆ identifying own role within the co-operative activity and/or activities
- ◆ co-operating with others — eg by assisting in the task, recognising preferences, providing information, offering to help, being polite and/or asking for help
- ◆ turning up on time

## Working Co-operatively with Others

SCQF 3

### General skill

In simple interactions, work with others co-operatively on an activity and/or activities.

### Specific skills

The candidate must:

- ◆ identify own role and the roles of others involved, adapting own role as necessary, with limited support
- ◆ ask for, and/or give, relevant information and appropriate support from/to others in a helpful way

### Further information

The co-operative activity and/or activities may be relatively unfamiliar but should have a clear aim and be capable of being broken down into simple roles. The roles themselves should be familiar to the candidate. The interpersonal skills should be simple.

The candidate can should this through:

- ◆ identifying own role within the co-operative activity and/or activities
- ◆ co-operating with others — eg listen and respond appropriately to the needs and wishes of others; show consideration for needs of others, being reliable
- ◆ adapting role, with limited support, to overcome difficulties, if they arise

The candidate may need some support to understand the tasks to be undertaken and interpersonal skills involved. The candidate will then adhere to responsibilities allocated, but display a willingness to adapt own role, with limited support, should difficulties arise.

## Working Co-operatively with Others

SCQF 4

### General skill

In straightforward interactions, work with others co-operatively on an activity and/or activities.

### Specific skills

The candidate must:

- ◆ identify the main roles which make up the activity and/or activities, the individual's role, and the roles of others
- ◆ work co-operatively to identify the relationships between the roles which make up the activity and/or activities, adapting own role as necessary
- ◆ actively seek, and/or provide, relevant and appropriate support from/to others

### Further information

The overall goal for the co-operative activity and/or activities should be clear and the activity and/or activities should be capable of being broken down into separate roles. This may include recognising individual preferences. Relationships between component roles should be straightforward. The interpersonal skills should also be straightforward.

The candidate can show this through:

- ◆ working with others to identify the individual roles within the activity and/or activities and the relationships between them
- ◆ responding sensitively to the needs of others — eg in recognising any strengths, skills, and preferences
- ◆ seeking and offering support — eg by praising, encouraging, sharing resources, demonstrating, or explaining
- ◆ being pro-active in adapting own role and performance to accommodate any emerging difficulties

The candidate may need some limited support to adapt their own role and behaviours and interpersonal skills involved to accommodate any emerging difficulties.

## Working Co-operatively with Others

SCQF 5

### General skill

In interactions, work with others co-operatively on an activity and/or activities.

### Specific skills

The candidate must:

- ◆ identify own role and the roles which make up the activity and/or activities and the relationships between them
- ◆ organise own role to contribute effectively to the activity and/or activities, adapting role as necessary
- ◆ pro-actively seek support and advice from others
- ◆ pro-actively provide support and advice to others to complete the activity and/or activities

### Further information

The overall goal for the co-operative activity and/or activities should be clear and the activity and/or activities should be capable of being broken into separate roles which may be complex. Relationships between roles may not be immediately obvious. The interpersonal skills needed may be varied, some of which may be challenging.

The candidate can show this through:

- ◆ working with others to identify the requirements of the activity and/or activities and the roles and relationships between them
- ◆ encouraging co-operative working — eg anticipating the needs of others, keeping others informed of progress, taking time to praise
- ◆ making and/or accepting suggestions and alter own role and behaviour appropriately to deal with any difficulties — eg maintaining an open mind to others' ideas
- ◆ contributing to any decision making, managing any emerging role changes and resolving any behavioural conflict — eg keeping calm in difficult situations/ circumstances
- ◆ taking responsibility for helping others (without being asked) and to ask for help/ advice/views, etc rather than waiting for it to be offered

The candidate may need some limited support to manage behavioural conflict, interpersonal skills involved and emerging role changes.

## Working Co-operatively with Others

SCQF 6

### General skill

In complex interactions, work with others co-operatively on an activity and/or activities.

### Specific skills

The candidate must:

- ◆ analyse own role and the roles that make up the activity and/or activities and the relationship between them
- ◆ organise own role to contribute effectively to the activity and/or activities, adapting own role as necessary
- ◆ negotiate working methods
- ◆ promote co-operative working with others, progress towards shared goal
- ◆ use interpersonal skills effectively

### Further information

The overall goal for the co-operative activity and/or activities should be clear and should be capable of being broken down into separate tasks which may be complex. Relationships and roles will not be obvious and the candidate should be able to identify emerging role changes and adapt own behaviour to accommodate changing dynamics.

The candidate can show this through:

- ◆ analysing the requirements of the roles and relationships between them
- ◆ negotiating working methods consistent with available resources
- ◆ promoting co-operative working towards a consensus — eg by offering encouragement; valuing diversity; sharing resources; modifying behaviour to meet the needs of different colleagues and situations; dealing with disagreement sensitively
- ◆ encouraging positive motivation to progress and overcome any barriers and/or difficulties
- ◆ independently managing behavioural conflict such as challenging interpersonal situations for example aggressive, passive or manipulative behaviours, in a mature way

## Reviewing Co-operative Contribution

SCQF 2

### General skill

Review own work with others in a co-operative activity and/or activities, with support.

### Specific skills

The candidate must:

- ◆ identify a strength and an area for improvement of own contribution to co-operative working
- ◆ identify some very simple objectives for future learning

### Further information

Very simple criteria or structured questions should be provided to support the candidate's review of their own contribution and identification of future learning needs.

The candidate can show this through:

- ◆ reviewing own contribution to the co-operative activity and/or activities, using some very simple given criteria or questions as prompts
- ◆ giving examples of their own contribution
- ◆ identifying some objectives for improvement of own skills, using some very simple given criteria or questions as prompts

The candidate may need feedback and/or advice when considering objectives for their future learning.

## Reviewing Co-operative Contribution

SCQF 3

### General skill

Review own work with others in a co-operative activity and/or activities.

### Specific skills

The candidate must:

- ◆ identify strengths and areas for improvement of own contribution to co-operative working
- ◆ identify some simple objectives for future learning

### Further information

The candidate can show this through:

- ◆ identifying some simple evaluation criteria
- ◆ reviewing own contribution to the activity and/or activities using selected criteria
- ◆ considering feedback and/or advice
- ◆ identifying some objectives for improvement of own skills, using some simple criteria or questions

The candidate may need some support in identifying and selecting the criteria to be used for evaluation. The candidate may also need limited support when identifying objectives.

## Reviewing Co-operative Contribution

SCQF 4

### General skill

Review work with others in a co-operative activity and/or activities.

### Specific skills

The candidate must:

- ◆ identify own strengths and weaknesses of contribution to co-operative working
- ◆ evaluate overall co-operative working, considering own involvement and the involvement of others, referring to supporting evidence
- ◆ identify own learning and some objectives for future co-operative working

### Further information

The candidate will decide the criteria and evidence for identifying their own strengths and weaknesses, and for evaluating their contribution to the co-operative working. The candidate will recognise new or improved skills acquired in co-operative working and will identify some objectives for future co-operative working.

The candidate can show this through:

- ◆ identifying evaluation criteria
- ◆ evaluating own contribution and the contribution of others to co-operative working using the identified criteria
- ◆ receiving and considering feedback and advice
- ◆ identifying some objectives for improvement both of own skills, and of future co-operative working

The candidate may need limited support when identifying objectives for the improvement of future co-operative working.

## Reviewing Co-operative Contribution

SCQF 5

### General skill

Review work with others in a co-operative activity and/or activities.

### Specific skills

The candidate must:

- ◆ evaluate overall co-operative working, considering own involvement and the involvement of others, referring to supporting evidence
- ◆ draw conclusions and justify them with reference to supporting evidence
- ◆ identify own learning and objectives for future co-operative working

### Further information

The candidate will decide the criteria for identifying their own strengths and weaknesses and those of the overall co-operative process, presenting evidence to justify their conclusions. The candidate will identify new or improved skills acquired and some objectives for future co-operative working.

The candidate can show this through:

- ◆ developing evaluation criteria
- ◆ evaluating own contribution and the contribution of others to co-operative working using the evaluation criteria
- ◆ drawing and justifying conclusions with supporting evidence
- ◆ receiving and considering feedback and advice
- ◆ using results of own reflection and feedback received from others to identify objectives for any improvement of own skills and of future co-operative working

The evaluation criteria should consider roles, interaction and interpersonal contributions of others involved in the co-operative activity and/or activities.

## Reviewing Co-operative Contribution

SCQF 6

### General skill

Review work with others in a co-operative activity and/or activities.

### Specific skills

The candidate must:

- ◆ evaluate overall co-operative working, considering own involvement and the involvement of others, referring to supporting evidence
- ◆ draw conclusions and justify them with reference to supporting evidence
- ◆ identify learning objectives based on the evaluation and make recommendations for future co-operative working

### Further information

The candidate will develop criteria for analysing and evaluating the strengths and weaknesses of the overall co-operative working. Based on the information gathered, the candidate will draw conclusions, presenting evidence to justify them. The candidate will provide recommendations for future co-operative working.

The candidate can show this through:

- ◆ developing evaluation criteria
- ◆ receiving and considering feedback and advice
- ◆ evaluating own contribution and the contribution of others to co-operative working using the evaluation criteria
- ◆ drawing conclusions and justifying them with reference to supporting evidence
- ◆ using reflection and feedback received to identify learning objectives and make recommendations for any future co-operative working

The evaluation criteria should consider roles, interaction, and interpersonal contributions of others involved in the co-operative activity and/or activities.