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## Specification for Wellbeing Award (SCQF level 3–5)

**Award code: GF09 43 (SCQF level 3)**

**Award code: GF2N 44 (SCQF level 4)**

**Award code: GF2P 45 (SCQF level 5)**

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Please refer to the note of changes at the end of this Award Specification for details of changes from previous version (where applicable).

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## **Introduction**

This is the specification for the Award in Wellbeing at SCQF levels 3–5. The Award can be offered to a group of learners who have a mixed range of abilities and who can gain the Award at the SCQF level most suited to their ability. Differentiation is provided by the amount of support the learners receives, the skills they demonstrate and the quality of the evidence they produce. Information about differentiation between the SCQF levels is given in Appendix 1.

The Award Specification includes the Award structure, details of any assessment requirements and guidance on access. Additional guidance on delivery and assessment can be found in the *Award Support Notes*.

## **Equality and inclusion**

This Award Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. Depending on the nature and purpose of the Award, where appropriate, the individual needs of learners should be taken into account when selecting assessment methods or considering alternative evidence. For further information please refer to the *Award Support Notes*.

## Rationale

All Awards reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

This Award draws on health and wellbeing experiences and outcomes from the broad curriculum. The focus on wellbeing in this Award helps learners to explore factors that influence personal wellbeing and to make decisions that contribute to improving personal wellbeing. Diversity and respect for difference within health and wellbeing will be explored in the Award. A number of departments within a centre may be able to contribute to the achievement of this Award.

The main purpose of the Award is to encourage learners to take a holistic view of wellbeing, looking at connections between mental, emotional, social and physical health. Learners will also have the opportunity to look at different ideas of health and wellbeing at a personal, community, societal or global level.

The Award aims to enable learners to:

- ◆ develop an understanding of wellbeing
- ◆ explore factors that influence wellbeing
- ◆ find and use sources of information to understand wellbeing
- ◆ present findings from an investigation
- ◆ identify choices and make decisions about improving wellbeing
- ◆ set targets and make a plan for an activity to improve wellbeing
- ◆ undertake an activity to improve wellbeing

This Award offers opportunities for promoting confidence, independent thinking and positive attitudes, and aims to motivate learners to be successful and participate responsibly in the wider community. Wellbeing is central to effective learning and preparation for life and work.

The following skills may be developed through the Wellbeing Award, depending on the contexts chosen within the Units:

- ◆ investigation, managing information
- ◆ presenting and communicating
- ◆ decision making
- ◆ planning, target setting, reviewing and (at SCQF levels 4 and 5) evaluating
- ◆ interpersonal skills and working with others
- ◆ task management

## **Target groups**

The Award would be useful for candidates who want to engage in practical experiential learning that will provide opportunities to develop knowledge and understanding, skills, capabilities and attributes that will contribute to mental, emotional, social and physical wellbeing.

## **Recommended entry**

Entry to this Award is at the discretion of the centre.

## **Progression**

This Award or its components may provide progression to other Awards such as the Employability Award, Personal Development Award or Leadership Award.

Learners might want to follow up an interest in other linked subjects such as Physical Education, Health and Food Technology, Care, and Social Studies.

## Award structure

This Award receives 12 SCQF credit points at SCQF levels 3–5 and consists of mandatory Units.

The central theme of the Award is to explore what it means to understand personal wellbeing and to make informed decisions about improving personal wellbeing. The wide variety of possible contexts that may be suitable for the activities within the Units offers learners a flexible approach to their learning and enables them to recognise and demonstrate achievement.

Flexibility within Units will offer the chance for personalisation and choice as the learner will have opportunities, with support, to focus on topics and themes of their own choice.

The Units are designed to stand alone or to be taught in any sequence. It may be possible to integrate the delivery of the Units by using one assessment to allow learners to produce evidence for more than one Unit.

### Overview of Exploring Wellbeing Unit (6 credit points)

Please see individual Unit Specifications for more detail.

Learners will explore what it means to have a sense of personal wellbeing. Differing views of mental, emotional, social and physical health and wellbeing will be considered. Learners will develop an understanding of personal wellbeing as a holistic concept, influenced by individual, social, global and environmental factors. By looking at different sources of information, learners will find out about factors that influence wellbeing. Learners will also develop the ability to assess the usefulness of the information to help them make informed choices about wellbeing. Learners will undertake an investigation into wellbeing and present their findings in a suitable way.

### Overview of Improving Wellbeing Unit (6 credit points)

Please see individual Unit Specifications for more detail.

Learners will undertake an activity aimed at improving the wellbeing of themselves and/or others. They will set targets and carry out a plan for improving wellbeing and will evaluate and review the planned activity. This will include a review of how the task has impacted on their personal wellbeing.

## Award framework

Unit title (component)	Mandatory/optional	SCQF credit points	SCQF level
Exploring Wellbeing	Mandatory	6	3, 4 and 5
Improving Wellbeing	Mandatory	6	3, 4 and 5

# Skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Award. The skills that learners will be expected to improve on and develop through the Award are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Award where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

3.2 Emotional wellbeing

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.2 Understanding

5.4 Analysing and evaluating (SCQF levels 4 and 5 only)

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Award and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Award Support Notes*.

## Assessment

Assessment for the Award will consist of gathering evidence to show that the candidate is able to successfully complete all the Outcomes in the Unit(s). Evidence could be gathered as candidates work through the Unit(s) in an integrated way. Alternatively evidence can be gathered on a Unit-by-Unit basis.

Assessment evidence can be presented in any form appropriate to the candidate and the activity undertaken. Centres should select the formats most appropriate for individual learners and the learning environment in which they are completing the Award. Written and/or recorded oral evidence may be produced in a variety of formats, for example:

- ◆ learner written records
- ◆ recordings of interviews
- ◆ e-mails
- ◆ blogs
- ◆ assessor record of learner responses
- ◆ review sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ log books
- ◆ diaries
- ◆ videos
- ◆ photographs

Performance or product evidence may be supported by observation checklists and/or oral questions and answers.

Specific Evidence Requirements can be found in the Unit Specification.

## Appendix 1: Differentiation of Wellbeing Award at SCQF levels 3–5

SCQF level	3	4	5
The learner will work with...	directive support, ie the teacher/lecturer will issue explicit instructions	support, ie the teacher/lecturer will offer advice	minimum support, ie the teacher/lecturer will respond to specific questions from the learner
The learner will...	participate in, ie agree to ideas, suggestions and plans	contribute to, ie offer some ideas and/or suggestions	negotiate, ie put forward suggestions and ideas and agree a way forward
Targets, plans and activities will be...	basic, ie routine and familiar	straightforward, ie consisting of routine elements	detailed, ie consisting of some routine and non-routine elements



# Administrative information

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## History of changes to Award Specification

Award details	Version	Description of change	Authorised by	Date

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