XSQA

Group Award Specification for:

National Progression Award in Tenancy at SCQF level 4

Group Award Code: GT0T 44

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Contents

1   Introduction

The purpose of this document is to:

- assist centres to implement, deliver and manage the qualification.
- provide a guide for new staff involved in offering the qualification.
- inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- provide details of the range of learners the qualification is suitable for and progression opportunities.

It is envisaged that this National Progression Award (NPA) in Tenancy can be utilised in a variety of settings by various providers. The NPA provides learners with an opportunity to develop skills and knowledge which will help them to gain and sustain a tenancy. It also allows the opportunity for the development of skills for life and work which may enhance opportunities for employment and help learners to become responsible, contributing citizens. The fundamental rationale for the revised qualification, however, is that it can contribute to raising the self-belief of many learners by showing them that they have, or can develop, the skills, knowledge and attitudes required for tenancy sustainment. Secondly, it can promote the belief that a tenancy is a genuine option at some stage in one's life and that it can be pursued by people of all levels of ability.

Rationale

Consultation was undertaken on the need for a nationally recognised qualification in Tenancy, revised from the Tenancy and Citizenship NPA. As a result of the consultation, a strong need was established for a qualification in this area. The consultation exercise found that stakeholders valued the benefits of having tenants who have achieved a nationally recognised and certificated standard of education, relevant to tenancy sustainment.

There was a recognition that, to maximise uptake of the Award, the number of credits should be reduced, thereby making it more accessible to learners. It was also felt that citizenship skills were clearly embedded within the Award and therefore, did not need to be explicitly addressed within the title.

Feedback from stakeholders also suggested a requirement for specific topics to be accommodated in the new qualification, including:

- an awareness of factors surrounding tenancy
- the responsibilities of tenancy
- social responsibility
- basic financial skills

These topics were addressed as part of the process of devising the framework for the qualification and can be accommodated through approaches to learning and teaching. The development also took account of developments in a Curriculum for Excellence, embracing the four capacities with specific reference to the individual capacity relating to Responsible Citizens. Citizenship involves enabling people to make their own decisions and to take responsibility for their own lives and their communities, to be able to survive in, thrive in and contribute to society.

The Tenancy Award aims to reduce unnecessary and preventable tenancy failure by providing learners with the requisite skills, knowledge and self-belief to obtain their tenancy, maintain their tenancy, and to meet tenant responsibilities.

It is important for people to live in a safe environment. This Award provides them with the opportunity to flourish through education, employment and good health. In many cases the lack of a secure environment can lead to tenancy breakdowns and resultant homelessness which can have serious personal, social and financial implications. Tenancy breakdowns can be because of eviction (or threat of eviction), abandonment or negative housing experiences. Some identified risk factors leading to tenancy breakdowns are:

The age of the tenant (particularly young, first time tenants)

- Antisocial behaviour
- Poverty and low income
- Limited life skills
- Offending backgrounds
- A lack of required supports

It is important to increase the likelihood of tenancy sustainability by allowing learners to develop a knowledge and understanding of the processes, rights and responsibilities related to tenancies as well as supporting health and wellbeing and maximising life opportunities. A sustainable tenancy is defined as one which can be maintained by the tenant throughout the life of the tenancy.

This Award has been developed at SCQF level 4.

Target client groups

The National progression Award in Tenancy may be suitable for a wide range of learners, however, the main target groups are:

- People looking to secure a tenancy for the first time.
- People returning to independent living.
- People seeking to develop the skills necessary to maintain and sustain their current accommodation.
- Young people preparing to leave their family home.
- Looked after young people preparing to move to independent living.

This is not an exhaustive list and only indicates examples of potential client groups.

In addition, the Award may also be useful for people working with voluntary and charitable organisations supporting individuals trying to secure a tenancy.

The qualifications could also be relevant for those looking to enhance their skills portfolio and anyone who is considering obtaining a tenancy at some point in the future. The Award provides learners with pertinent and valuable skills which can be applied in many living contexts.

The Award could be delivered by a range of educational providers such as:

- Secondary schools
- Colleges
- School/College partnerships
- Prisons
- Secure units and residential schools
- Organisations dealing with homelessness
- Educational Training providers

2   Qualification structure

The National Progression Award in Tenancy is made up of 3 SQA unit credits at SCQF level 4. It comprises of 18 SCQF credit points at SCQF level 4.

A list of Skills for Learning, Life and Work development opportunities is available in section 5.2. A mapping of Core Skills development opportunities is available in section 5.3.

2.1   Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5ED	44	Successful Tenancy	1	6	4
J2ET	44	Personal Finance: An Introduction	1	6	4
H20H	74	Cookery Skills, Techniques and Processes	1	6	4

Learners successfully achieving all three mandatory units will gain the group award.

3   Aims of the qualification

The Award is designed to prepare learners to obtain and sustain a tenancy whilst providing them with the financial, self-care and life skills necessary to successfully maintain the tenancy. As a result, they will be better equipped to undertake further education, training or employment, live a healthy lifestyle and become responsible, contributing citizens.

The Tenancy Award is designed to contribute to the development of the four purposes of the *Curriculum for Excellence:* successful learners, confident individuals, responsible citizens and effective contributors.

3.1   General aims of the qualification

General aims of the Award are to allow learners to develop:

1   the capacity for successful citizenship.
2   self-reliance.
3   resilience.
4   problem solving skills.
5   self-esteem.
6   self-confidence.
7   personal responsibility.

3.2   Specific aims of the qualification

Specific aims of the Award are to allow learners to develop knowledge and skills related to:

8   tenancy options.
9   obtaining and sustaining a tenancy.
10   managing their finances.

11   creating and maintaining a safe and healthy home.

12   maintaining a heathy lifestyle.

13   living within a community.

14   developing skills in healthy, basic cookery.

4 Recommended entry to the qualification

There are no pre-entry requirements for this Award. Entry to this qualification is at the discretion of the centre.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	3	Simple communication skills are required of learners as they will need to read, understand and evaluate a range of documentation. Learners are required to have the ability to produce simple written communication. Learners are required to have the ability to produce and respond to simple oral communication.
Numeracy	3	Simple numerical skills are essential for learners in order to cope with income management, maintaining a bank account and household budgeting. Learners

Core Skill	Recommended SCQF entry profile	Associated assessment activities
		should be able to read and use simple graphical information in everyday situations Learners should be able to apply simple numerical skills in everyday situations.
Information and Communication Technology (ICT)	3	It would be useful for learners to have simple ICT skills as they will need to research a range of documentation and maintain safety whilst online. Learners should be able to use ICT within simple tasks, to access information and to perform simple processing tasks.
Problem Solving	3	Learners should be able to undertake simple planning and organising tasks. They should be able to apply critical thinking skills to analyse simple situations and review and evaluate a simple problem- solving activity.

Core Skills entry profile (continued)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	3	It is important that the learners understand the essential features of successful co-operation and the importance of using interpersonal skills in simple interactions to work with others cooperatively on an activity.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills, through undertaking this qualification.

5.1   Mapping of qualification aims to units

Code	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
J5ED 44	Successful Tenancy	x	x	x	x	x	x	x	x	x		x	x	x	
J2ET 44	Personal Finance: An Introduction		x		x	x	x			x	x				
H20H 74	Cookery Skills, Techniques and Processes		x		x	x	x			x			x		x

5.2 Development of Skills for Learning, Life and Work

It is to be 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, Life and Work and drawn from the main areas listed below.

1 Literacy

1.1 Reading

1.2 Writing

1.3 Listening and Talking

2 Numeracy

2.1 Number Processes

2.2 Money, Time and Measurement

3 Health and Wellbeing

3.2 Emotional Wellbeing

3.3 Physical Wellbeing

3.4 Planning for, and making choices and changes

3.5 Relationships

4 Employability, Enterprise and Citizenship

4.1 Employability

4.2 Information and Communications Technology (ICT)

4.6 Citizenship

5 Thinking Skills

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in the SQA's Skills Framework: Skills for Learning, Life and Work. The level of these skills should be at the same SCQF level as the Award

and be consistent with the SCQF level descriptor. Further information on building in skills for learning, life and work is given in the unit support notes.

5.3 Mapping of Core Skills development opportunities across the qualification

E = embedded   S = Signposted

Core Skill Communication components: Written (Reading), Written (Writing), Oral

Unit code	Unit title	Communication components
J5ED 44	Successful Tenancy	Written (Reading) (S)
		Written (Writing) (S)
		Oral (S)

Core Skill Information and Communication Technology (ICT) components:

Accessing Information, Providing / Creating Information

Unit code	Unit title	Information and Communication Technology (ICT) components
J5ED 44	Successful Tenancy	Accessing Information (S)
		Providing / Creating Information (S)

Core Skill Problem Solving components: Critical Thinking, Planning and Organising, Reviewing and Evaluating

Unit code	Unit title	Problem Solving components
J5ED 44	Successful Tenancy	Critical Thinking (S) Planning and Organising (S)
J2ET 44	Personal Finance: An Introduction	Critical Thinking (E @ SCQF level 4)

Core Skill Working with Others components: Working Co-operatively with Others, Reviewing Co-operative Contribution

Unit code	Unit title	Working with Others components
J5ED 44	Successful Tenancy	Working Co-operatively with Others (S) Reviewing Co-operative Contribution (S)

5.4 Assessment strategy for the qualification

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Successful Tenancy	Written/oral Short response questions	Written/oral Task 1 — Information on tenancy options Task 2 — Identification of relevant tenancy documentation Task 3 — Completion of inventory Short response questions	Written/oral Short response questions	Written/oral Short response questions
Personal Finance: An Introduction	Written/oral Short response questions	Written/oral Short response questions Straightforward calculations	Written/oral Short response questions Straightforward calculations	Written/oral Short response questions

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Cookery Skills, Techniques and Processes	Practical/observational	Practical/observational		

6 Guidance on approaches to delivery and assessment

The Award in Tenancy at SCQF level 4 is designed to develop learners' potential as contributing members of society through the development of life skills related to task management, social interaction and self-reflection in the context of gaining and sustaining a tenancy.

Where possible, methods of assessment and assessment conditions should be as flexible as possible to suit the identified target group. However, some units may require specific methods of assessment and particular assessment conditions. Centres must, therefore, check the mandatory information in the unit specification for any unit they wish to deliver as part of the Award.

6.1 Sequencing/integration of units

The structure of the Award lends itself to a variety of delivery approaches and opportunities. Units could be delivered on a part-time basis, full-time basis or embedded within a broader programme of study.

The Award could be delivered in several ways and the sequence of delivery could depend on factors including:

- the individual learner and identified needs
- local requirements for tenancy
- duration of the programme of study
- resources/timetabling

Delivery could be supported through a variety of teaching and learning approaches, including:

- tutor or teacher led working with groups or individuals
- internet research
- visiting speakers
- practical activities
- learner presentations
- peer support
- projects
- group work

Centres may wish to establish links with external partners, such as local authorities, The National Landlords Association, Citizens Advice and charitable and voluntary organisations, to add value to the delivery of the Award.

These methods are indicative and are neither mandatory nor exhaustive.

There are opportunities for integrated learning and assessment and a holistic approach could be taken to the delivery and assessment of the Award.

6.2   Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- HN Graded Units
- Course and/or external assessments
- Other integrative assessment units (which may or not be graded)
- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- Where there is an existing requirement for a licence to practice
- Where there are specific health and safety requirements
- Where there are regulatory, professional or other statutory requirements
- Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.3   Progression

The National Progression Award in Tenancy may help learners to progress towards employment, training or other qualifications, for example:

Learners who achieve the unit: H20H 74 Cookery Skills, Techniques and Processes may choose to make progress towards this unit at SCQF level 5 or undertake a National Course in Hospitality: C877 74 Practical Cookery at SCQF level 4.

Learners may also wish to consider undertaking the SVQ in Housing at SCQF level 6.

6.4   Opportunities for e-assessment

E-assessment may be appropriate for some assessments in units. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. For further advice see the e-assessment web page.

6.5 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.6 Approval requirements

It is recommended that appropriate IT facilities be made available to learners.

For the unit H20H 74: Cookery Skills, Techniques and Processes at SCQF level 4, those involved with the delivery and assessment of the unit must be either qualified Home Economics teachers or qualified in the subject specialism having achieved a qualification such as a NQ Practical Cookery at SCQF level 5 or Professional Cookery at SCQF level 5.

In addition, an adequate kitchen environment must be made available.

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7   General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ candidates may not be entered for the group award.
♦ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

• the group award will be deleted from the relevant catalogue.

• the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.

• no new centres may be approved to offer the group award.

• centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:
- No new centres may be approved to offer the unit which has been revised.
- Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
02	Addition of the Approval requirement for staff involved in the delivery and assessment of the NQ unit: Cookery Skills, Techniques and Processes at SCQF level 4 (H20H 74) to be qualified as an Home Economics teacher or to be qualified to SCQF level 5 in Practical or Professional Cookery.	Mar 2025

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: July 2020

9   General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This Award at SCQF level 4 has been designed to enable you to acquire and develop understanding and skills around tenancy. You will be required to complete all three mandatory units to gain the full Award.

The mandatory units are designed to ensure that you focus on the following areas:

Successful Tenancy

- Describe risk factors and positive actions in relation to homelessness and social isolation.
- Describe the processes of gaining a tenancy.
- Describe how to maintain your home in relation to health and safety.
- Identify attitudes and behaviours required to sustain a tenancy.

Personal Finance: An Introduction

- Describe the use of bank accounts and different methods of borrowing and payment.
- Describe different forms of employment contract, income and income deductions.
- Set a straightforward household budget and identify the effect of potential savings and
- overspends.
- Investigate financial risks and security issues that can affect personal finances.

Cookery Skills, Techniques and Processes

- Use cookery skills, with minimal guidance, to prepare ingredients.
- Follow cookery processes, with minimal guidance, to produce dishes.

You do not need any prior qualifications to begin this Award. To achieve a unit within the Award, you will need to pass the unit assessment. Unit assessment may include practical work, written work and discussion. By completing this Award, you will gain knowledge and skills in relation to tenancy.

Successfully completing the Award in Tenancy may help you to progress towards employment, training or further qualifications.