

Case Study



Wellbeing Award (SCQF level 4) — Cardinal Newman High School

Background

In 2012/13 we delivered the *Wellbeing Award* at SCQF level 4 to a group of 12 S3 pupils who had additional support needs. These pupils had issues around their self-confidence and self-esteem and were selected to undertake the Award by the school.

Why did we choose the *Wellbeing Award*?

As a school, we were aware of pupils' entitlements to develop skills for learning, life and work and were also aware that 'Opportunities to develop skills may be offered in different ways appropriate to learners' needs' (*Building the Curriculum 4*). We had therefore been researching options for alternative curriculum and personalisation for the pupils mentioned above. The *Wellbeing Award* seemed topical with health and wellbeing a main strand in Curriculum for Excellence. We also liked the flexibility for delivery and content it offered because this allowed us to personalise delivery for the pupils we had selected.

Given the profile of the pupils who were undertaking the Award, we also liked the fact that the Award was internally assessed and externally verified by SQA. This meant that pupils would not have to undertake external assessment which can be a potential barrier to achievement for those with additional support needs. In addition, we felt that national SQA accreditation for the Award would potentially help boost these pupils' confidence and self-esteem.

Delivering and assessing the *Wellbeing Award*

The pupils who were selected for the *Wellbeing Award* formed part of our alternative curriculum offering personalisation for specific pupils. The Award allowed a focus on the development of skills — it was flexible and allowed for creativity.

Classes were scheduled for two periods per week with one teacher overseeing all delivery. The pupils engaged in topical discussions and research activities — for example, they investigated and discussed issues of wellbeing which had affected celebrities in the media. On several occasions they were able to decide on their own area of research and presentation topics.

A variety of activities were involved in delivering the Award including discussion, research, poster-making, presentations, individual study, producing information leaflets and watching video extracts.

Because of the flexibility in the Award, assessment evidence could also be gathered in a number of ways including through photographs, oral presentations, leaflets, diagrams and personal statements.

Pupils compiled a portfolio of evidence after each activity was completed. All tasks were signed and dated by the teacher and a checklist of tasks which had been completed was ticked off at the front of their folios. All worksheets used were internally produced using the Unit Specifications as a guide.

Several of the pupils who achieved the Award in 2012/13 are now involved in working towards the COPE (Certificate of Personal Effectiveness) Level 1.