

# Award specification

## Adult Learning and Transition Award (SCQF level 1)

<b>Bronze Award code:</b>	GT12 41
<b>Silver Award code:</b>	GT14 41
<b>Gold Award code:</b>	GT15 41
<b>Valid from:</b>	session 2021–22

This document provides detailed information about the award to ensure consistent and transparent assessment year on year.

This document is for teachers and lecturers and contains all the mandatory information required to deliver and assess the award.

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# Award overview

All young people face challenges as they move through the different stages of the statutory education system in Scotland. While moving from one stage to the next can be daunting for all young people, it can have even greater significance for candidates with additional support needs (ASN).

The transition from secondary school or college to a future destination is a challenging period for young adults, coming at a time in their lives when they may be reaching physical and emotional maturity. The prospect of leaving an institution where they have been cared for and supported can be stressful and intimidating.

Recommended entry	Progression
<p>Entry to this award is at the discretion of the centre.</p> <p>It may help if candidates complete some units at SCQF level 1 before they start the award but this is not a requirement for entry.</p> <p>If candidates have achieved a mandatory and/or optional unit(s) before they begin this award, the unit(s) they have completed can contribute towards the award.</p>	<p>◆ further study, employment and/or training</p>

## Purpose and aims

This award helps candidates with additional support needs prepare for leaving secondary school or college and moving on to the next stage, whether that involves further education or other adult care settings.

### Aims

Candidates will find out about:

- 1 different types of relationships that exist between adults
- 2 the way adults behave in different contexts, settings and environments
- 3 routines and approaches in different learning environments

Candidates will be able to:

- 4 identify which adults they can trust, and how they might react if they feel unsafe in a situation or in the company of other people
- 5 learn specific life skills, for example understanding your body, maintaining personal hygiene, shopping, making journeys, preparing healthy snacks, and using money
- 6 gain some experience relating to the world of work
- 7 learn some relevant communication skills

## Mapping aims to units

The aims have been mapped to the units in order to meet the specific purpose of the award.

Unit code	Unit title	Aims						
		1	2	3	4	5	6	7
J5H2 71	Keeping Safe: Adult Relationships	X			X			
J5H3 71	Preparing for Adult Life		X					
J5H4 71	Learning in a Different Environment			X				
J5H7 71	Science in the Environment: My Body — Appearance					X		
J5H6 71	My Body: Growing Up and Puberty					X		
J5H5 71	Communication Passports							X
H6C7 71	Personal Development: Taking Part in Leisure Time Activities					X		
H47G 71	Personal Development: Experiencing a Work-Related Activity						X	
H6BK 71	Communication: Interacting in the Workplace						X	
H47F 71	Personal Development: Finding out about the World of Work						X	
H47E 71	Personal Development: Making a Journey					X		
H47B 71	Personal Development: Personal Hygiene					X		
H47H 71	Personal Development: Residential Experience					X		
H47A 71	Personal Development: Personal Organisation					X		
H47V 71	Personal Development: Going Shopping					X		
H47J 71	Food Preparation: Making a Healthy Snack					X		
H6BT 71	Number Skills: Handling Money					X		
H6BE 71	Communication: Recognising Signs in the Community							X
H6BJ 71	Communication: Interacting in the Community							X

## **Who is this award for?**

This award is suitable for candidates working at SCQF level 1, who require support for learning. Candidates may have completed other National 1 units or other awards, for example the Personal Achievement Award at SCQF level 1; however, there are no specific entry requirements for this award.

Candidates are likely to be in their final two years of secondary school or in college when they start this award. However, the length of time taken to deliver each of the units will depend on the specific needs of each candidate, and this will have a bearing on when you start delivery.

# Structure

This award consists of 12, 24 or 36 SCQF credit points (Bronze, Silver and Gold respectively). Each unit consists of 6 SCQF credit points at SCQF level 1, and represents approximately 40 hours of learning, teaching and assessment. The award consists of a mix of mandatory and optional units, as outlined below.

Candidates can achieve different awards (Bronze, Silver or Gold) depending on how many units they achieve. Candidates can progress through Bronze, Silver and Gold awards or they can be entered for just one award.

The award structure consists of two groups of units — one group of three mandatory units and one group of optional units. Candidates can achieve the awards by completing the following number of mandatory and optional units:

- ◆ Bronze Award: one mandatory unit and one optional unit
- ◆ Silver Award: two mandatory units and two optional units
- ◆ Gold Award: three mandatory units and three optional units

Candidates will only be certificated for the type of award(s) they have been entered for, using the relevant award codes listed on the front page of this document.

Note: once a candidate has been entered for the relevant award, the system will check until it finds a pass in those units required by the award framework (the correct number of units from the mandatory and optional lists). Once the unit results have been processed, the award will be certificated.

# Framework

## Mandatory units

Unit code	Unit title
J5H2 71	Keeping Safe: Adult Relationships
J5H3 71	Preparing for Adult Life
J5H4 71	Learning in a Different Environment

## Optional units

Unit code	Unit title
J5H7 71	Science in the Environment: My Body — Appearance
J5H6 71	My Body: Growing Up and Puberty
J5H5 71	Communication Passports
H6C7 71	Personal Development: Taking Part in Leisure Time Activities
H47G 71	Personal Development: Experiencing a Work-Related Activity
H6BK 71	Communication: Interacting in the Workplace
H47F 71	Personal Development: Finding out about the World of Work
H47E 71	Personal Development: Making a Journey
H47B 71	Personal Development: Personal Hygiene
H47H 71	Personal Development: Residential Experience
H47A 71	Personal Development: Personal Organisation
H47V 71	Personal Development: Going Shopping
H47J 71	Food Preparation: Making a Healthy Snack
H6BT 71	Number Skills: Handling Money
H6BE 71	Communication: Recognising Signs in the Community
H6BJ 71	Communication: Interacting in the Community

# Assessment

Assessment for the award consists of gathering evidence to show that candidates have successfully completed the outcomes and assessment standards in the unit(s).

You can gather assessment evidence from a variety of activities, and candidates can present their evidence in a variety of formats:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during, and on completion of an activity (recorded using an audio-visual or audio recording or using your detailed written notes as evidence)
- ◆ learning and teaching activities that generate physical evidence for assessment
- ◆ identifying opportunities to record evidence during out-of-centre activities

You can find evidence requirements for the units in the unit specifications.

## Approaches to delivery and assessment

At SCQF level 1, most evidence for assessment is gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that you might use for gathering evidence, for example, extra-curricular and/or outdoor learning.

You should focus on small, well-defined steps in learning. In this way, candidates are more likely to achieve success in the units and in any subsequent learning.

Candidates benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is important that you use different approaches to assessment to suit the varying needs of candidates.

At all times it is important to review and monitor the type and amount of support each candidate is given to achieve the units in this award. Although you should give candidates as much support as they need to meet the assessment standards, you should encourage them to try and complete tasks with less support wherever that may be possible.

On some occasions it may be possible to measure a candidate's progress through slight reductions or changes in the support they need to complete tasks. You may therefore find it helpful to keep clear records of the support given to candidates during assessment, so that potential progress may be tracked and monitored.



## **Combining assessment across units**

Where there are similar assessment requirements, you may have opportunities to collect evidence by integrating or combining assessment across units. However, at SCQF level 1, carrying out similar assessments in different contexts and/or repeating similar assessments can help reinforce learning and may help candidates retain information.

## **Setting, conducting and marking the award**

The units in this award are:

- ◆ set and externally verified by SQA
- ◆ conducted, marked and internally verified by centres under conditions specified by SQA

Assessment support packs are available on SQA's secure website for all the mandatory and optional units for this award.

# Equality and inclusion

The units making up this award have been designed to be as fair and accessible as possible with no unnecessary barriers to learning or assessment. You should take into account the needs of individual candidates when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

# Further information

The following links provide useful information and background:

- ◆ [National 1 web page](#)
- ◆ [Building the Curriculum 3 to 5](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Handbook: User Guide](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA e-assessment web page](#)

# Administrative information

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## History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document, and check SQA's APS Navigator to ensure you are using the most up-to-date qualification structure.