



Award
specification



Award specification

Adult Learning and Transition Award (SCQF level 1 and SCQF level 2)

Bronze Award (level 1) code:	GT12 41
Silver Award (level 1) code:	GT14 41
Gold Award (level 1) code:	GT15 41
Bronze Award (level 2) code:	GV8A 42
Silver Award (level 2) code:	GV8C 42
Gold Award (level 2) code:	GV8D 42
Valid from:	session 2024–25

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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Contents

Award overview	1
Purpose and aims for the SCQF level 1 awards	1
Purpose and aims for the SCQF level 2 awards	2
Who is this award for?	2
Structure	3
Structure of awards at SCQF level 1	3
Structure of awards at SCQF level 2	3
Framework for level 1 awards (Bronze, Silver, and Gold)	4
Framework for level 2 awards (Bronze, Silver, and Gold)	5
Assessment	7
Approaches to delivery and assessment	7
Equality and inclusion	9
Further information	10

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 these awards is at the discretion of the centre.</p> <p>It may help if candidates complete some units at SCQF level 1 or 2 before they start one of these awards but this is not a requirement for entry.</p> <p>If candidates have achieved a core 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 for the SCQF level 1 awards

These awards help 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 (level 1)

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 the 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

Purpose and aims for the SCQF level 2 awards

These awards help 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 or supported work settings.

Aims (level 2)

Candidates will find out about:

- 1 how to develop and improve their relationships with other adults
- 2 interacting with other adults in different contexts, settings and environments
- 3 routines and approaches in different learning environments

Candidates will be able to:

- 4 identify and understand the physical and emotional changes they will go through as they approach adulthood
- 5 learn specific life skills, for example understanding the body and emotions, shopping, making journeys, preparing food, using money
- 6 gain some experience relating to the world of work
- 7 develop their skills in communicating with others

Who is this award for?

These awards are suitable for candidates working at SCQF levels 1 and 2, who require support for learning. Candidates may have completed other National 1 and 2 units or other awards, 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 these awards. 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

These awards at SCQF levels 1 and 2 consist 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 or 2, and represents approximately 40 hours of learning, teaching and assessment. The awards consist of a mix of core 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.

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

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

Structure of awards at SCQF level 1

The award structures for level 1 consist of two groups of units — one group of core units and one group of optional units. Candidates can achieve the awards by completing the following number of core and optional units:

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

Structure of awards at SCQF level 2

The award structures for level 2 consist of three groups of units — one group of core units and two groups of optional units (group A and group B). The first group of optional units (group A) covers a range of subjects and contexts. The second group of optional units (group B) covers contexts involving work. Note: candidates will only be allowed to use one unit from a work context to contribute towards an award.

Candidates can achieve the awards by completing the following number of core and optional units:

- ◆ Bronze Award: one core unit and one optional unit from either group A or group B
- ◆ Silver Award: two core units and two optional units (with two from group A, or one from group A and one from group B)
- ◆ Gold Award: three core units and three optional units (with three from group A, or two from group A and one from group B)

Framework for level 1 awards (Bronze, Silver, and Gold)

Core units

(up to three units can be used from this section)

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

(up to three units can be used from this section)

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

Framework for level 2 awards (Bronze, Silver, and Gold)

Core units

(up to three units can be used from this section)

Unit code	Unit title
J8VJ 72	Participating in Adult Life
J8VK 72	Learning in a Different Environment
H8LR 72	Self-Awareness: Building Positive Relationships

Optional units (group A)

(up to three units can be used from this section)

Unit code	Unit title
J8VL 72	Transition Passport
J8VM 72	Growing Up and Puberty
H1GN 42	Self in Community: Leisure Time Activities
H1GS 42	Practical Abilities: Making Journeys
H8LT 72	Self-Awareness: Personal Health and Wellbeing
H8LP 72	Independent Living Skills: Taking Part in a Residential Experience
H8LM 72	Independent Living Skills: Personal Organisation
H1GY 42	Self and Work: Enterprise Activity
H257 72	Food, Health and Wellbeing: Food Preparation
H21V 72	Lifeskills Mathematics: Money
H8LV 72	English: Responding to Fictional Texts
H246 72	English and Communication: Listening and Talking

Optional units (group B)

(no more than one unit can be used from this section)

Unit code	Unit title
H8LF 72	Employment Skills: Agriculture and Horticulture
H8L9 72	Employment Skills: Catering and Food Services
H8LE 72	Employment Skills: Construction and Engineering
H8LD 72	Employment Skills: General Car Care and Valeting
H8LK 72	Employment Skills: Health and Beauty Treatment and Therapies
H8L8 72	Employment Skills: Hospitality Services
H8LH 72	Employment Skills: Leisure and Sport

Unit code	Unit title
H8LC 72	Employment Skills: Manufacturing
H8LL 72	Employment Skills: Marketing and Events
H8LJ 72	Employment Skills: Office Administration
H8L7 72	Employment Skills: Preparing for Employment
H8LA 72	Employment Skills: Retail and Customer Services
H8LG 72	Employment Skills: Working with Animals
H1GX 42	Self and Work: Completing a Work Placement

Assessment

Assessment for the awards consist of gathering evidence to show that candidates have successfully completed the outcomes and assessment standards in the relevant units.

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 levels 1 and 2, evidence for assessment is often 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 levels 1 and 2, 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 awards

The units in these awards are:

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

Assessment support packs are available on Qualifications Scotland's secure website for all the core and optional units for these awards.

Equality and inclusion

The units making up this award have been designed to be as fair and accessible as possible. Qualifications Scotland's equality of access to qualifications [policy](#) outlines our commitment to:

- ◆ the Equality Act 2010
- ◆ anti-racist education
- ◆ protecting children's rights
- ◆ corporate parenting

You must consider the needs of individual candidates when planning learning experiences, designing learning resources, or choosing texts.

Guidance on assessment arrangements for disabled candidates and those with additional support needs is available on the [assessment arrangements web page](#).

Further information

The following links provide useful information and background:

- ◆ [Assessment arrangements](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Recent Qualifications Scotland research](#)
- ◆ [Remote assessment](#)
- ◆ [SCQF Handbook](#)
- ◆ [Know Your SCQF Level - Scottish Credit and Qualifications Framework](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work framework](#)

Administrative information

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History of changes

Version	Description of change	Date
2.0	Content added covering SCQF level 2 awards, including: <ul style="list-style-type: none">◆ award aims◆ framework and structure for the level 2 awards (Bronze, Silver, and Gold) Content on mapping units removed. Further information links updated. Minor amends made for accessibility.	May 2025
3.0	Unit title corrected for unit H8LV 72. References to SQA changed to Qualifications Scotland. Equality and inclusion section updated.	May 2026

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