

Skills for Life, Learning and Work Policy

April 2015

Also available in large print (16pt)
and electronic format.

Ask Student Services for details.

www.perth.uhi.ac.uk

Perth College is a registered Scottish charity, number SC021209.



Skills for Life, Learning and Work Policy

1 Purpose

- 1.1 The Skills for Life, Learning and Work (SLLW) Policy operates within an ethos of developing skills (including Core Skills) essential for employment, lifelong learning and wider engagement with life skills.
- 1.2 The college is committed to supporting the development of Core Skills and SLLW within the curriculum design, learning and teaching design, and wider achievement opportunities. The opportunity for all learners to develop and enhance their Core Skills is key to the learning experience. This is a one college approach to the student experience, rooted in all curriculum areas.
- 1.3 The development of SLLW is a key requirement of employability and many aspects of citizenship. The Curriculum for Excellence also provides us with a focus and context for ensuring that we approach Core Skills and SLLW in an integrated manner.
- 1.4 All academic staff should promote the development of SLWW in their planning and delivery of curriculum, and wider college opportunities should be sought to extend the range of engagement and development options.

2 Scope

- 2.1 This policy covers non-advanced provision (up to SCQF 6) of full time courses and within the scope of awarding body criteria. The same principles should be followed with part-time awards and credit bearing provision.
- 2.2 Access to Higher National awards will recognise entry and exit Core Skills profiles as required by SQA. College approaches to admissions, diagnostic testing and learning and teaching approaches will seek to enhance Core Skills development.

3 Definitions

- 3.1 Skills for Life, Learning and Work are defined in this Policy as incorporating the SQA SLLW framework definitions¹, with Sustainability and Equality and Diversity as separate headings. The 6 categories for SLLW within this Policy are therefore Literacy; Numeracy; Health and Wellbeing; Employability, Enterprise and Citizenship; Thinking Skills; and Sustainability. Sustainability and Equality and Diversity have been included as separate headings to ensure adequate attention is given to these areas of importance.
- 3.2 The 5 SQA Core Skills are Numeracy, Communication, Information Technology, Problem Solving and Working With Others. These may be included within the 6 broad categories of SLLW, and in the case of Numeracy and Communication will also be considered separately.

¹ http://www.sqa.org.uk/sqa/files_ccc/skills_for_learning_life_and_work_framework_final.pdf

- 3.3 The SQA SLLW framework includes skills subsets for IT, Problem Solving and Working with Others within the Employability, enterprise and citizenship heading. Therefore, Core Skills may be represented and developed within each skill development area, as well as in the specific heading.
- 3.4 The Skills Development Framework² will map the opportunities a student will have to develop a range of skills for life, learning and work within the delivery of the course, including those opportunities provided by cross-college support teams and external links.

4 Key Principles

4.1 Learner Focus

Core Skills are demonstrable at a range of levels appropriate to the programme of study, encompassing and assessing all elements of competence at these stated levels.

All non-advanced mainstream students undergo diagnostic testing in the Core Skills of Numeracy, Communication and IT. They are then placed on the appropriate level and, with the support of their tutor, work towards achieving the outcomes at that level.

Those students who may have difficulty in attaining the minimum level of Core Skills attainment required for their programme may be offered a range of learning support measures including additional support materials, access to additional workshop sessions and, where necessary, to a Study Skills Support Tutor. Where considered appropriate, the student may be referred for extended learning support discussion.

All subject specialist lecturers delivering a unit in which a Core Skill is embedded as part of the Examining Body's policy framework must signpost to students where the Core Skill is embedded and encourage them to reflect on their learning and development of transferability. This process of reflection and review is supported by Personal Academic Tutors during regular Personal Development Planning sessions throughout the year.

A range of delivery models and contextualisation for Core Skills will be considered as appropriate to the course design and student profile, and Course Teams will consult with the Core Skills Team to this end.

Curriculum teams and Personal Academic Tutors will liaise with appropriate cross college and external stakeholders to develop opportunities for SLLW development and integration.

The Skills Framework for each course will be discussed with each student during Personal Development Planning, and opportunities sought to both develop and reflect on skills developed within the course, and in wider achievement outside the curriculum environment.

² Skills Framework template - Appendix 1

4.2 **Learner Attainment**

It is the responsibility of all lecturers to promote student awareness of SLLW, Core Skills, Sustainability and Equality and Diversity, and their significance in terms of lifelong learning.

It will be normal policy that Numeracy, Communication and IT units will be part of a taught curriculum to support wider attainment and achievement of essential skills. Working With Others and Problem Solving should be achieved as part of other unit outcomes rather than being taught separately. Wider SLLW opportunities should be achieved under all other SLLW categories.

Wherever possible, students will be encouraged to develop beyond their entry level of attainment and to progress within Core Skills levels.

4.3 **Learner Progression**

Accreditation and/or competence in Core Skills will be considered in the appropriate decision of admission to further courses of study and into HE courses.

4.4 **Equality of Opportunity**

Development of Core Skills, SLLW, and awareness of Sustainability and Equality and Diversity is a whole College responsibility and is available to every student in line with the College Equality and Diversity Policy and Curriculum for Excellence principles.

4.5 **Quality**

All non-advanced programmes should demonstrate the inclusion of Core Skills, SLLW, Sustainability and Equality and Diversity as part of their internal approval by including plans for mapping out and developing a Skills Development Framework. The Framework must be in place within the year of delivery.

This Framework will be updated alongside any actions in annual quality monitoring (course annual report and Self Evaluation). Revised Skills Development Frameworks will be made available to the Quality Unit for reference and audit.

5 Responsibilities

- 5.1 The Vice Principal, Academic has overall responsibility for this Policy.
- 5.2 The Curriculum and Business Engagement Director, and Heads of Curriculum have responsibility for the operational implementation of this Policy within curriculum design and delivery.
- 5.3 Each academic staff member has a responsibility for the promotion of SLLW, Sustainability and Equality and Diversity within their teaching practice.
- 5.4 Support areas of the college will contribute to the SLLW Policy by delivery of Stepping Forward Workshops, or cross college promotion of the SLLW themes.
- 5.5 The Quality Manager is responsible for the approval and review aspects of this policy.
- 5.6 Quality approval check of the policy is the responsibility of the Head of Quality who will arrange for the policy to be posted on the website.

6 Linked Policies/Related Documents

- 6.1 Guidance Policy
- 6.2 Extended Learning Support Policy
- 6.3 Learning, Teaching and Assessment Strategy
- 6.4 Equality and Diversity Policy
- 6.5 Quality Manual

Appendix 1

Skills for Life, Learning and Work Framework

Course: _____

Level: _____

Unit \ Skill	Numeracy	Literacy/ Communication	Health and Wellbeing	Employability, enterprise and citizenship (including IT, WWO, Problem Solve)	Sustainability	Equality and Diversity	Thinking Skills
IT				Assess core IT			
Communication		Assess Communication					
Numeracy	Assess Numeracy						
PDP (New)							

Date: _____

Status: Final, version 3
 Effective Date: August 2015
 Owner: Vice Principal, Academic

Approved By: College Management Team
 Impact Assessment Status: September 2011