



WORKPLACE CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone needs in their work. This is true for every job in every workplace.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Employers look for Core Skills when they are appointing new staff. They also expect their existing staff to have these skills.

Core Skills are important because they help you work effectively in your present job and also prepare you for jobs which you will do in future. Developing your Core Skills helps you deal with today's rapidly changing world and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about using your skills in reading, writing, speaking, and listening in simple workplace situations.

Your assessor will explain anything in this Unit which you do not understand.

What should I know or be able to do before I start this Unit?

You do not need any specific knowledge or experience before starting on this Unit.

It would be useful to be able to show that you have some experience of communicating in the workplace, for example writing short e-mails, reading signs, and talking with customers.

The National Core Skills Unit in Communication at SCQF level 2 or an equivalent qualification provides good preparation for this Unit.

What do I need to do?

You will need to carry out each of the following three tasks.

Task 1: Reading and understanding

Read a simple document related to your work, for example a leaflet or list of instructions. To do this you will have to:

- ◆ work out the purpose of the document, for example:
 - ◆ giving instructions
 - ◆ presenting information
 - ◆ explaining a point of view

- ◆ pick out important ideas and key points in the document

- ◆ decide if the document works, for example:
 - ◆ is it clear and easy to read
 - ◆ does it contain all the information needed by the reader
 - ◆ does it explain any specialist words or jargon?

Task 2: Writing

Produce a document or related documents that convey several pieces of information, opinions, or ideas. To do this you will have to:

- ◆ decide who will read your document and your reason for producing it
- ◆ choose a format which is appropriate to your readers, for example an e-mail or a letter
- ◆ choose layout, order, words, and graphics (if appropriate) to make your piece of writing clear
- ◆ include relevant information and/or ideas
- ◆ use simple vocabulary, sentence structure, and punctuation that are accurate enough to let your readers know what you mean
- ◆ spell simple words correctly and use a dictionary, spell checker, or thesaurus for words you are unsure of

Task 3: Speaking and listening

Either take part in a simple discussion on a topic related to your work or give a short presentation on a work-related topic to one or more people. To do this you will have to:

- ◆ express your information, opinions, or ideas clearly when speaking and in a logical order
- ◆ choose words which fit the topic and which your listeners can understand
- ◆ speak in a way that helps your listeners understand you easily, for example speaking loudly enough and at an appropriate speed
- ◆ use your body language to help the way you speak, for example smiling, using gestures, making eye contact
- ◆ listen carefully to any questions from listeners and respond accordingly, for example by giving extra information
- ◆ pick out the main points that another speaker is making
- ◆ interpret the way other speakers use their voices and body language to help get their message across, for example the tone of voice that they use
- ◆ listen carefully and ask questions to clarify anything that you do not understand

How will I show that I have achieved this Unit?

You will need evidence to show that you have achieved all three tasks in this Unit.

For Task 1 reading and understanding: you might have written evidence such as a short report, blog or wiki. Alternatively, your assessor may ask you questions, watch what you do, and make notes or a recording of what was said and/ or done.

For Task 2 writing: you may be able to use the document you have produced for Task 1 as evidence. Your document(s) is likely to total 80 words or more.

For Task 3 speaking and listening: your assessor will observe you and make notes or a recording of the activity which should last a minimum of two minutes, including time for questions. You should also keep a short note explaining the situation, for example:

- ◆ who was present
- ◆ what was being discussed
- ◆ what was the purpose of the discussion

You must show that you can do the whole of each individual task at one time. You are not allowed to gather evidence from different situations for different parts of the task.

What might be involved?

This Unit may be achieved in many ways. Examples of tasks you might do are:

- ◆ read a simple workplace health and safety poster; identify the actions which it recommends employees should take to avoid hazards; say whether these are adequately explained
- ◆ outline the purpose of a short magazine article about recycling in the office; identify the main points made by the author; decide if you are convinced by the arguments
- ◆ write a short e-mail to a customer to invite them to attend a sales presentation
- ◆ make an entry in a workplace log book that describes items which you have ordered
- ◆ explain to a colleague how a piece of equipment works and answer their questions
- ◆ get directions on how to travel to another site where you will be working next week

What can I do next?

You could move on to the Communication Core Skills Unit at SCQF level 4.

You could consider doing other Core Skills Units in:

- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Your assessor can advise you about this.

Guidance for assessors

Further information about delivery, assessment, and evidence requirements for this Unit can be found in the corresponding Assessment Support Pack. In addition, the *Guide to Assessing Workplace Core Skills* provides further information on assessment.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative competence standards for Units.

Additional advice and guidance for learners with disabilities and/or additional support needs should initially be discussed with the centre where the learner is registered.

If the centre is unable to offer a satisfactory solution then the learner, usually in conjunction with the centre, should contact the External Verifier of the Awarding Body where the learner is registered for certification.

Information on Awarding Body requirements to become an 'approved' Awarding Body is published in the SQA Accreditation *Awarding Body Criteria (2007)*.

http://www.sqa.org.uk/files_ccc/AccreditationAwardingBodyCriteria.pdf

ADMINISTRATION INFORMATION

Credit Value

6 SCQF credit points at SCQF level 3



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