

**-SQA- SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-** 7197027

**-Session-**1997-98

**-Superclass-** HC

**-Title-** INTRODUCTION TO WORKING WITH PEOPLE

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Developing the competence necessary to develop effective interpersonal skills and to transfer appropriate interpersonal skills from a learning environment to a working environment.

**OUTCOMES**

1. state information about attitudes to work and leisure;
2. collaborate with others in the work environment;
3. react appropriately to fellow employees and line managers.

**CREDIT VALUE:** 1 NC Credit

**ACCESS STATEMENT:** There is no access statement for this unit.

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For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7197027**UNIT TITLE:** INTRODUCTION TO WORKING WITH PEOPLE

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. STATE INFORMATION ABOUT ATTITUDES TO WORK AND LEISURE

**PERFORMANCE CRITERIA**

- (a) An initial assessment of the candidate's own attitude to training, employment and leisure activities is accurate.
- (b) The identification of others' attitudes to work is accurate.
- (c) The identification of others' attitudes to leisure is accurate.
- (d) The differences between approaches to working situations and approaches to leisure situations are stated clearly.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Evidence should be gathered from direct observation of the candidate in a work-oriented environment.

In respect of Performance Criterion (b) evidence should be gathered of the candidate identifying accurately the attitude to work of at least five people employed in a range of vocational areas. In respect of Performance Criterion (c) evidence should be gathered of the candidate identifying accurately the attitude to leisure of the same people as those whose attitudes to work are identified in respect of Performance Criterion (b).

In respect of Performance Criterion (d) evidence should be gathered of the candidate identifying accurately differences in approach to working situations and leisure situations shown by at least five people employed in a range of vocational areas.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

## **OUTCOME**

### **2. COLLABORATE WITH OTHERS IN THE WORK ENVIRONMENT**

## **PERFORMANCE CRITERIA**

- (a) The activities required by the job are described accurately.
- (b) Requirements regarding times of attendance, appropriate dress and appropriate use of equipment are stated accurately.
- (c) Awareness of Health and Safety aspects and safe working practices pertaining to the job is evident.

## **RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

## **EVIDENCE REQUIREMENTS**

Evidence for each Performance Criterion should be gathered from direct observation of the candidate in a working environment. Evidence should be gathered of the candidate undertaking three activities as part of an identified job within a specific vocationally oriented environment.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example understanding Health and Safety aspects and safe working practices pertaining to the job, additional evidence should be gathered from the candidate's answers to questions.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following; speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

## **OUTCOME**

### **3. REACT APPROPRIATELY TO FELLOW EMPLOYEES AND LINE MANAGERS**

## **PERFORMANCE CRITERIA**

- (a) Co-operation in working with others is evident.
- (b) Advice, instruction and re-direction are accepted positively.

- (c) The form of address and attitude to other employees is appropriate.

### **RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

### **EVIDENCE REQUIREMENTS**

Evidence for each Performance Criterion should be gathered from direct observation of the candidate in a work oriented environment.

In respect of Performance Criterion (a) evidence should be gathered of co-operation demonstrated by the candidate with at least three individuals from different levels of employees within an organisation.

In respect of Performance Criterion (b) evidence should be gathered of the candidate accepting positively each of the following on three occasions: advice, instruction, re-direction.

In respect of Performance Criterion (c) evidence should be gathered of the candidate demonstrating the appropriate form of address and attitude to at least three individuals from different levels of employees within an organisation.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following; speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

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### **ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

### **SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7197027

**UNIT TITLE:** INTRODUCTION TO WORKING WITH PEOPLE

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** The aim of the unit is to enable the candidate to develop effective interpersonal skills and to appreciate how the interpersonal skills required in the workplace may differ from those he or she has used in the learning environment.

This unit forms part of the National Certificate Skillstart 1 award. It could also be used as a free standing unit.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will enable you to develop effective interpersonal skills and help you to appreciate how these skills are different in the workplace to the skills used in school or training. On completion of the unit you will be able to explain attitudes to work and leisure, how you use interpersonal skills to find out about the work environment and work co-operatively with other people.

**CONTENT/CONTEXT** Any appropriate local authority or centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre.

Corresponding to Outcomes:

1. A key feature of the unit is to introduce the candidate to the transference of appropriate interpersonal skills from a learning environment to a working environment. With tutor/trainer support, the candidate should be encouraged to assess his or her present attitude to school, college, training, work, leisure.

Using the candidate's initial assessment as a benchmark and drawing on his or her current communication skills, the candidate should investigate the attitudes of employees to work and leisure. The candidate should be given the opportunity to negotiate with the tutor/trainer, his or her choice of employees with whom to undertake the interviews. A questionnaire for use in the candidate's interviews/discussions with the employees could be drawn up.

2. The candidate should investigate activities required in undertaking a job. Also, consideration should be given to the requirements of the organisation in relation to times of attendance at work, appropriate dress and appropriate use of equipment.

The candidate should be aware of Health and Safety regulations and safe working practices of the working environment, including First Aid Box, fire drills.

3. The candidate should develop and practise skills in working co-operatively with others in a variety of situations eg. listening and observing attentively, accepting instructions positively, seeking assistance when required, offering assistance, becoming aware of the need to adjust behaviour to meet the needs of different situations. Towards the end of the unit the candidate should make a comparison between his or her own attitudes and expectations and those of fellow workers and line managers.

**APPROACHES TO GENERATING EVIDENCE** At this level of unit, the role of the tutor/trainer will be that of providing a great deal of support and guidance to the candidate. Every opportunity should be taken to reinforce any knowledge and information gained and skills acquired by the candidate. The focus should be on experiential learning. The tutor/trainer should also have an empathy with the candidate in relation to any barriers to education and training which have been/are being experienced. In addition, involving the candidate in decisions which affect him or her is valuable for personal development as well as a strong motivating factor.

The outcomes of this unit should not be taught in isolation but should be integrated within the unit and within any other programmes of education/training being undertaken by the candidate.

Induction to the unit will include explanation of its key features and establishing relationships.

Individual or group exercises could be undertaken to assist the candidate to assess his or her attitudes to the work environment. Use should be made of candidates who have existing work experience to report on these experiences to other candidates in the group.

Through the ongoing personal interview, the tutor/trainer will be able to check the candidate's personal progress in the tasks. Encouragement should be offered continuously.

For the purposes of formative assessment, role play and simulation exercises will be useful for the development of interpersonal skills.

Towards the end of the unit the candidate should be given the opportunity to re-assess his or her attitude to the work environment. Support and encouragement should be given to the candidate to enable him or her to gain the most benefit from his or her experience and to develop a positive attitude towards work and future planning.

**ASSESSMENT PROCEDURES** Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are Practical Exercises and Personal Interviews. Where appropriate, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

In the Practical Exercises, the candidate is required to undertake a series of tasks relating to working with people. During the tasks, the candidate should assemble a folder of assessment evidence in relation to the outcomes, as detailed below.

Personal Interviews are central to the assessment and should be undertaken by the tutor/trainer on an ongoing basis throughout the unit. The interviews should focus on the performance criteria for each outcome and should draw on relevant assessment evidence from the candidate's folder.

Outcome 1:	Self Assessment Sheet Log
Outcome 2:	Log
Outcome 3:	Log

Outcome 1: In the Practical Exercise, the candidate should, with tutor/trainer support, develop a questionnaire and undertake interviews with people in paid employment to elicit information concerning people's attitudes and approaches to work and leisure activities. The information gleaned during the interviews should be recorded by the candidate in a log which can be presented in a video or audio recording or in oral or written form. The candidate should also complete the questionnaire, or record in another form, his or her own attitudes to work and leisure.

The Personal Interview should focus on the performance criteria and draw on evidence from the candidate's Self Assessment Sheet, Practical Exercise and Log.

Outcome 2: In the Practical Exercise, the candidate should, with tutor/trainer support, participate in discussions with other people in the work environment, and record relevant aspects of the discussions in his or her Log.

The Personal Interview should focus on the performance criteria and draw on evidence from the Practical Exercise and the candidate's Log.

Outcome 3: Wherever possible, in the Practical Exercise, the candidate should be observed in placement or in a work environment and evidence should be gathered concerning involvement with all levels of employees in the organisation.

The Personal Interview should focus on the performance criteria and should draw on evidence from the Practical Exercise and the candidate's Log.

**PROGRESSION** This unit forms part of the National Certificate Skillstart 1 award. Successful completion of the award will facilitate the candidate's progress to National Certificate Skillstart 2 and to Scottish Vocational Qualifications (SVQs) and General Scottish Vocational Qualifications (GSVQs).

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

## REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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