

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7350015**UNIT TITLE:** WORKSTART: SAMPLING WORK

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. CONTRIBUTE TO THE PREPARATION FOR THE WORK ACTIVITY IN A SUPPORTIVE WORK ENVIRONMENT

PERFORMANCE CRITERIA

- (a) The identification of the main function of the workplace is accurate.
- (b) The identification of the purpose of the allocated activity within the workplace is accurate.
- (c) The identification of the essential materials required for the allocated activity is accurate.
- (d) The identification of the processes involved in the allocated activity is accurate.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

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. UNDERTAKE THE WORK ACTIVITY IN A SUPPORTIVE WORK ENVIRONMENT UNDER CLOSE SUPERVISION

PERFORMANCE CRITERIA

- (a) Allocated tasks are carried out with correct sequencing, timing and organisation and in accordance with the supervisor's instructions.
- (b) Allocated tasks are carried out in a manner compatible with the work environment, as explained by the supervisor.
- (c) Assistance is sought from supervisor, as required.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance evidence for Performance Criteria (a)-(c) should be gathered from direct observation of the candidate in the work environment for a period of not less than 6 hours, made up of individual task periods of not less than 2 hours.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example, understanding the reasons for correct sequencing, timing and organisation, 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. CARRY OUT THE WORK ACTIVITY IN ACCORDANCE WITH HEALTH AND SAFETY INSTRUCTIONS

PERFORMANCE CRITERIA

- (a) Health and safety instructions applying to the learning environment are described accurately.
- (b) The allocated activity is carried out in accordance with health and safety instructions specified for the learning environment.
- (c) Health and safety instructions applying to the allocated activity are described accurately.
- (d) The allocated activity is carried out in accordance with health and safety instructions specified for the activity.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance evidence for Performance Criteria (b) and (d) should be gathered from direct observation of the candidate in the supportive work environment. This evidence may be gathered during the full range of learning activities experienced by the candidate.

The evidence required for Performance Criteria (a) and (c) cannot be derived from performance evidence alone. Evidence for Performance Criteria (a) and (c) 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

4. DESCRIBE THE EXPERIENCE OF COMPLETING THE WORK ACTIVITY IN TERMS OF MEETING PERSONAL TARGETS

PERFORMANCE CRITERIA

- (a) Personal targets are stated accurately in terms of relevance to the activity.
- (b) The extent to which personal targets are met is described accurately.
- (c) The learning gained during the activity is stated accurately in terms of its relationship to future education or training.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

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.

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: 7350015

UNIT TITLE: WORKSTART: SAMPLING WORK

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 This unit is designed for the candidate who is developing the basic skills necessary for independent living and who may be expected to benefit from delivery in a supportive work environment. The unit can be used for reference purposes during vocational guidance and/or guidance in developing skills and attitudes useful in the workplace.

The unit is also designed to enable the candidate to transfer the skills from a supportive work environment to a working environment where less support will be available. It should enable the candidate to practise work skills in a non-threatening environment where mistakes and uncertainties can be tolerated and addressed. The unit forms part of the National Certificate Workstart Award.

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

This module will introduce you to sampling some activities in a workplace. On completion of the module you will be able to help to prepare for work activities and carry out activities, under supervision. You will also be able to describe what you have done and explain if your personal learning targets have been met.

CONTENT/CONTEXT The candidate should achieve the level of competence of someone who can demonstrate the basic skills underpinning vocational competence. The skills should be developed in a supportive work environment. This unit should be seen in the context of the wide range of skills needed for achievement of the National Certificate Workstart Award and should be integrated into practical activities in a workplace setting.

The unit is not primarily concerned with acquiring factual knowledge or specific work skills but rather with the development of more generic skills and qualities. It aims to familiarise the candidate with a workplace in a supportive environment where he or she feels secure and to give him or her the opportunity to practise some simple work skills.

Corresponding to Outcomes 1-4:

1. In this unit the choice of the workplace will largely be made by the tutor/trainer, having due regard to the aptitudes and interests of the candidate. For the chosen workplace the candidate should be clear as to its principal function eg supermarket - to sell goods to the general public; cleaning firm - to clean clients' premises to an agreed standard; factory - to manufacture particular items. Within the general context of a particular workplace the role of the activities which the candidate will be carrying out will be explored. In a supermarket, for instance, the candidate might fetch goods from the storage area and stack these onto shelves. This relates to such other activities as stock checking, deliveries, storage area organisation and purchase by customers. There are also safety considerations involved such as positioning of unstacked goods in aisles and the necessity to stack in such a way that goods sit stably on shelves.

All of these aspects should be thoroughly explored with the candidate before he or she is placed in the workplace.

2. The tutor/trainer should be clear about the nature of the work placement and the experience which this will offer the candidate. It is important that the candidate is allocated tasks which are within his or her ability to perform. The supervisors in the workplace must be fully briefed about the purposes of the work activity and about any learning difficulties of the candidate. The candidate must receive adequate support to enable him or her to be clear about the tasks which are to be performed, the times and conditions of attendance, the appropriate dress and safe operation of equipment, health, safety and hygiene regulations. While it is not necessary for the workplace supervisor to stand over the candidate throughout the activity, the candidate should not be left in a position where no support is at hand. He or she should always know how to summon assistance should this be required.

A minimum of six hours should be spent in the workplace, and no less than two hours devoted to any particular task. The time spent on each task should match the time periods normally spent on similar tasks by employees in the workplace.

3. The candidate's understanding of Health and Safety regulations should be developed from an appreciation that regulations generally follow a real need. The discovery for example, that certain materials or working practices are regularly causing illness or accidents leads to the introduction of regulations governing the use of these materials or the carrying out or modifying of the practices. The regulations will merely codify the rules that a sensible and caring person would wish to follow in the working environment in order to avoid harmful consequences.

The candidate should understand the necessity for a high standard of personal presentation and hygiene, the need to wear protective clothing and practical footwear.

The candidate should be introduced to safe working practice eg maintaining a safe environment, safe use of gas and electrical appliances, importance of tidiness to reduce hazards, safe use of equipment, recognising and reporting potential hazards, emergency procedures.

The candidate should have a basic knowledge of first aid and of the contents of a first aid box. The candidate should be able to obtain help and guidance from a first aider.

4. The candidate should describe the experience of completing the activity in terms of meeting his or her personal targets.

The candidate should be made aware of the vocational aspect of the unit and the standard of achievement that will be expected for the satisfactory completion of the unit. This may be done in groups or individually.

The candidate should be given time to discuss his or her progress, wishes and suitability regarding the transfer of the skills acquired.

APPROACHES TO GENERATING EVIDENCE Throughout the unit, the candidate should be encouraged to develop communication skills and personal/interpersonal skills and to form working relationships with colleagues and clients.

The workplace may be within the training establishment or in an outside organisation. In a training establishment, for instance, the candidate might assist cleaning staff, operate photocopying equipment, serve simple meals in a canteen, deliver mail. Tutors/trainers should establish a placement register of opportunities within the training establishment and in outside organisations. Although setting up such a register is initially time consuming, less time is required to maintain the register once it is established.

The tutor/trainer is responsible for briefing the workplace supervisor on the abilities and interests of the candidate and for making clear the parameters within which the workplace activity will take place.

1. Preparation for undertaking the activity in the supportive work environment is crucial to the success of the unit. The candidate may be apprehensive about the workplace and about what will be asked of him or her there. The tutor/trainer should attempt to dispel such anxieties by such means as:

- role plays of work situations
- videos showing the actual workplaces where the candidate will be placed, or similar work situations
- visits to the workplace and introduction to the workplace supervisor
- group discussions where the candidate has the opportunity to address any fears and perceived difficulties

- practice in using any equipment or clothing which will be an essential part of the work placement

Communication skills development will form part of the essential preparation for the workplace activity. Tutors/trainers should ensure that the candidate has adequate opportunity to practise the communication skills which might be required of him or her in the workplace.

2. The tutor/trainer may accompany the candidate to the workplace and ensure that he or she is thereafter supervised by the agreed workplace supervisor. The assessment of the workplace performance may be made by the tutor/trainer or, more probably, by the workplace supervisor according to criteria specified by the tutor/trainer. The workplace supervisor must have a means of contacting the tutor/trainer in the case of unforeseen difficulties arising during the work activity.

The workplace supervisor should complete checklists or write a short report on the candidate's performance and achievement in the work activity. This should cover not only vocational skills but interpersonal skills and observation of correct health and safety requirements. The candidate too will record his or her own observations on the work activity.

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, Personal Interviews and Short Answer Questions. When answering questions, 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.

Outcome 1: Short Answer Questions could be used to gather evidence for Performance Criteria (a)-(d). It is suggested that three Short Answer Questions are used to cover each Performance Criterion.

Outcome 2: The candidate's performance in a supportive work environment should be assessed, for a period of six hours minimum, using:

- checklists completed by work supervisor and/or tutor/trainer
- checklists or worksheets completed by candidate
- questioning of candidate by tutor/trainer to supplement and verify the evidence recorded on the checklists and worksheets

Outcome 3: A Practical Exercise could be used to gather evidence for Performance Criteria (b) and (d) for this outcome. A checklist may be used to record evidence of candidate performance. This could be integrated with the assessment of Outcome 2.

A Personal Interview could be used to gather evidence of the candidate's knowledge and understanding of health and safety instructions as required in Performance Criteria (a) and (c). During the interview, it is suggested that the candidate should be asked 4 questions relating to Performance Criterion (a) and 4 questions relating to Performance Criterion (b). The questions constructed by the assessor and the responses provided by the candidate could include the use of diagrams or other visual aids.

Outcome 4: A Personal Interview could be used to enable the candidate to describe his or her experiences in completing activities undertaken in a learning situation. The candidate may also wish to complete a personal profile.

PROGRESSION This unit forms part of the National Certificate Workstart Award. Successful completion of the award will facilitate the candidate's progress to the National Certificate Skillstart Awards.

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.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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