UNIT   Work Shadowing (Access 3)

CODE   DR3V 09

COURSE

SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through organising and undertaking a work shadowing placement with a high degree of teacher/lecturer support.

OUTCOMES

1   Contribute to the planning and arrangement of a work shadowing placement with teacher/lecturer support.
2   Undertake a work shadowing placement with support from a mentor.
3   Observe an organisation through a work shadowing placement.
4   Identify the contribution of the knowledge and skills gained through work shadowing to own personal, social and vocational development.

RECOMMENDED ENTRY

No formal entry requirements.

CREDIT VALUE

1 credit(s) at Access 3 (6 SCQF credit points at SCQF level 3*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates

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Administrative Information

National Unit Specification: general information (cont)

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Problem Solving at Access 3 (SCQF level 3)

Core Skill component(s)   None

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1
Contribute to the planning and arrangement of a work shadowing placement with teacher/lecturer support

Performance Criteria
(a)   Identify clearly through an initial self-assessment some qualities and skills.
(b)   Make effective use of information provided by the teacher/lecturer to aid the planning of a work shadowing placement.
(c)   Choose a work shadowing placement which matches own qualities and skills.
(d)   Devise and implement a step by step application process for the work shadowing placement, taking account of own and others' preferences.
(e)   Gather essential information accurately in preparation for the work shadowing placement.
(f)   Confirm arrangements clearly and accurately.

OUTCOME 2
Undertake a work shadowing placement with support from a mentor

Performance Criteria
(a)   Identify the mentor's role within the organisation.
(b)   Identify the skills and experience required by the mentor for his/her role within the organisation.
(c)   Describe briefly the interaction between the mentor and other people within the organisation.

OUTCOME 3

Observe an organisation through a work shadowing placement

Performance Criteria
(a)   Describe briefly the structure of the organisation.
(b)   Identify the aims and objectives of the organisation.
(c)   Describe briefly the place of the organisation within the relevant job family.
(d)   Identify career opportunities within the job family described.

OUTCOME 4

Identify the contribution of the knowledge and skills gained through work shadowing to own personal, social and vocational development

National Unit Specification: statement of standards (cont)

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Performance Criteria
(a)   Re-examine the initial self-assessment in terms of personal strengths and weaknesses and update as appropriate.
(b)   Respond to comments made in the mentor's report in a positive and constructive manner.
(c)   Express clearly feelings and reactions to the work shadowing placement.
(d)   Review your application process and identify clearly strengths and weaknesses within it.
(e)   Identify learning gained and relate this to future personal, social and vocational targets.

EVIDENCE REQUIREMENTS FOR THIS UNIT
Written or recorded oral evidence which demonstrates attainment in all Outcomes and Performance Criteria for one work shadowing placement.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Corresponding to Outcomes 1–4:

1   The candidate, working independently and with the assistance of the teacher/lecturer, should draw up an action plan which highlights the general and specific objectives of the work shadow placement. The plan should detail the sequence of events that will lead up to the actual placement. The candidate should highlight how this placement may assist him/her to make future career choices. Throughout, the candidate should be encouraged to develop interactive skills, interviewing techniques and information recording.

Prior to the placement, the candidate should contact his/her chosen mentor and gather information on the type of organisation, structure of the organisation and his/her mentor's remit within the organisation. The candidate should be encouraged to keep a detailed record of correspondence with the mentor. The candidate should also approach the mentor's organisation to arrange a period of work shadowing which should total no less than 18 hours.

The candidate's centre and the mentor's organisation should be clear on details such as the duration of the placement, health and safety issues and any matters of business which require confidentiality.

The role of the teacher/lecturer should be limited to support and assistance in areas where the candidate may require a more formal approach made to the mentor and his/her organisation. The teacher/lecturer should ensure that the student has collated information to a standard which meets performance criterion (e). The teacher/lecturer should also ensure that the candidate is competent to undertake the work shadowing placement.

2   It must be emphasised to the candidate that the work of Outcome 1 is of crucial importance to the successful achievement of Outcome 2. The candidate should be encouraged to arrange with the mentor that a period of each day is set aside for a formal discussion to reinforce any informal interaction which has occurred.

The candidate should seek evidence of the mentor's position within the organisation and his/her main tasks, responsibilities, skills and qualifications. In addition to the key elements of the role of the mentor, the candidate should be encouraged to take note of any unusual or additional tasks which the mentor has to undertake. The candidate should also observe instances of mentor contact with other people within the organisation.

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3   The candidate should observe and listen to the mentor attentively, asking questions for information and clarification when required. The candidate should also ask for information on the general structure and operation of the mentor's organisation, and the mentor's career opportunities within the organisation.

4   During and after the work shadowing placement, the candidate should be given the opportunity to assess his/her personal feelings and reactions. The candidate should identify areas which have contributed to the achievement of the personal development targets set before the placement.

         The candidate should also re-examine expectations formed before the placement and record experiences and impressions which differed. The candidate should be in a position to identify personal skills which would be valued by the placement organisation.

         Candidates should be encouraged to bring together the self knowledge and other learning acquired during the Unit to formulate future action plans for education, training and career.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Corresponding to Outcomes 1–4:

1   Induction to the Unit including explanation of its key features and establishing working relationships.

         Involving candidates in decision making is valuable for personal development as well as being a powerful motivating factor. In this Unit candidates should be given a high degree of teacher/lecturer support but this should not preclude negotiation on selection of placement and methods of making arrangements.

         Individual and group exercises to enable candidates to assess his/her own capabilities, skills and interests in relation to work should be carried out. Instruction on current health and safety at work legislation, appropriateness of dress, behaviour, etc. should all be considered prior to the work shadowing placement.

         Choice of work shadowing placement should be made after consideration of print materials, videos and/or other relevant media, experiences of group members, visits to workplaces, speakers, etc.

         Communication skills can be integrated into this phase of the Unit through letter/email writing, telephoning, interviews, composition of curriculum vitae, etc. Thus the candidate may learn how to operate effectively in formal situations. Equally as important are informal networks — possible sources of information such as friends and family. Teachers/lecturers may exploit such aspects by allowing candidates to brief and debrief one another in small groups.

2–3   The candidate should record experiences as they occur in log sheets or a diary and should be encouraged to monitor his/her own progress.

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The teacher/lecturer should visit the candidate during the work shadowing placement and assess the situation. In many areas of work shadowing the teacher/lecturer's knowledge may not exceed that of the candidate. It is important to recognise this limitation and for the teacher/lecturer to play a supportive role.

All learning activities should be designed to develop personal, social and vocational skills. Initially the role of the teacher/lecturer is to offer support and guidance to the candidate. However, the candidate must have the opportunity to do things for him/herself, to make choices and decisions, to interact with others and to try out new activities and new roles in a climate which feels safe.

4   In a short interview with the candidate the teacher/lecturer can discuss the observations and interactions throughout the Unit and the feelings of the candidate towards these. Teachers/lecturers should not prompt performance but should create an atmosphere and framework within which the candidate is encouraged to speak openly about his/her progress towards the defined targets, his/her feelings and reactions in relation to his/her experience and the contribution which the learning activities have made towards his/her personal and social development.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

During the Unit the candidate is required to contribute to the planning and to complete a work shadowing placement during which he/she should assemble a folder of assessment evidence in relation to Outcomes. Personal interviews are central to the assessment and should be used to explore the candidate's experiences in the work shadowing placement in relation to the stated Performance Criteria.

The teacher/lecturer may conduct personal interviews with individual candidates or with groups, as appropriate. Candidates may also carry out recorded interviews with each other where appropriate. The interviews should take place on an ongoing basis throughout the Unit and should draw on relevant evidence from the candidate's assessment folder.

Centres may use the Instruments of Assessment which are considered by teachers/lecturers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes 1–4:

1   Personal interview drawing on evidence from planning and self-assessment sheets.
2   Personal interview drawing on evidence from log sheets and reports from the mentor and teacher/lecturer.
3   Personal interview drawing on evidence from log sheets and reports from the mentor and teacher/lecturer.
4   Personal interview using review sheet.

National Unit Specification: support notes (cont)

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CANDIDATES WITH ADDITIONAL SUPPORT NEEDS
This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).