

National Unit Specification: general information

UNIT Skillstart: Developing Skills for the Workplace (Access 2)

CODE DV2T 08

SUMMARY

This Unit will be suitable for candidates who are being given the opportunity to experience the activities that may be carried out in a work-related environment using the skills of planning and organising. In the context of this Unit, 'an identified work-related environment' refers to either an identified workplace or an identified learning environment which simulates the workplace and which provides opportunities for practising work-related skills. The Unit introduces candidates to the skills that may be needed for solving everyday problems in a work situation and also for working effectively with other people. This Unit forms part of the Skillstart Group Award, but may also be taken as a free-standing Unit.

OUTCOMES

1. Carry out a simple, planned activity in a work situation.
2. Work co-operatively with others on a simple group activity.

RECOMMENDED ENTRY

Entry to this unit is at the discretion of the centre. There is no preferred entry level for this Unit.

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit points at SCQF level 2*)

**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.*

Administrative Information

Superclass: HC

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National Unit Specification: general information (cont)

CORE SKILLS

The achievement of this Unit gives automatic certification of the following:

Complete Core Skill: Working with Others at SCQF level 2
Problem Solving at SCQF level 2

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

Carry out a simple, planned activity in a work situation.

Performance Criteria

- a) Choose a workplace activity.
- b) Outline the main characteristics of the activity.
- c) Draw up a plan of the activity.
- d) Carry out the plan effectively.
- e) Comment on the extent of improvement in problem solving skills.

Evidence Requirements

Written and/or oral and/or performance evidence to show that the candidate can:

- PC(a) Choose with support from the tutor one activity that involves solving a simple problem in a work situation.
- PC(b) Outline the main characteristics of the activity which should include:
— at least three main features of the problem
— a way of dealing with the problem.
- PC(c) Draw up a plan to carry out the activity that includes:
and — at least three very simple steps
- PC(d) — the time and equipment required
— other people involved.
- PC(e) Identify the progress made by referring to use of time, equipment and contact with other people and identify the strengths and weaknesses of the solution to the problem.

National Unit Specification: statement of standards (cont)

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OUTCOME 2

Work co-operatively with others on a simple group activity.

Performance Criteria

- a) Plan a simple group activity in co-operation with others.
- b) Carry out the activity co-operatively.
- c) Comment on the strengths and/or weaknesses of own contribution to the group activity.

Evidence Requirements

Written and/or oral and/or performance evidence to show that the candidate can:

- PC(a) Plan a simple group activity that includes:
- allocation of tasks, taking account of the candidate's own preferences
 - opportunities to seek information from other people
 - opportunities to provide information to other people.
- PC(b) Carry out the plan by:
- carrying out at least one allocated task as agreed
 - giving at least two examples of seeking information from other people
 - giving at least two examples of providing information to other people.
- PC(c) Identify the effectiveness of own contribution by referring to:
- the success in carrying out allocated task(s)
 - the effectiveness of seeking information from other people
 - the effectiveness of providing information to other people.

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

This unit forms part of the Skillstart Group Award at Access 2. Successful completion of this Group Award may facilitate the candidate's progress towards Scottish Group Awards or Scottish Vocational Qualifications. This unit is designed to help candidates to develop an understanding of the skills needed for solving everyday problems in a work situation and also for developing the skills of working with others through a variety of activities.

Outcome 1

The planning process may be done with tutor support in stages so the candidate can identify an activity in a work situation; outline the main characteristics of the activity; draw up a plan of the activity; carry out the plan and comment on the strengths and weaknesses of the solution to the problem.

It is important that tutors/trainers support the candidate during his/her contact with other people to develop problem solving skills.

Outcome 2

The planning process may be done with tutor support in stages so that the candidate can work with others in a group activity; identify a realistic contribution to developing skills for working with other people; plan a simple activity; carry it out with others and comment on the extent of improvement in working co-operatively with others.

It is likely that a major feature of the programme may include visits to real working situations. The individual candidate's contribution to the activities should be clear. The tutor/trainer should encourage the candidate to look at the whole work situation he/she may be experiencing.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be given the opportunity to work individually, in pairs or in groups depending on the activity.

The learning and teaching approaches should be appropriate to the needs of the particular candidate. The approaches, however, should be highly practical with the emphasis on candidate-centred activity. The learning and teaching approaches used should encourage candidates to be aware of their attainment and help them to transfer the skills into other contexts. Wherever possible, candidates should be encouraged to carry out the tasks with relevance to their own experience of the work-related environment.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres may use the Instruments of Assessment which are considered by teachers/lecturers to be most appropriate. Suggested assessment procedures consist of practical exercises and short answer questions.

The candidate should be allowed to use his/her normal mode of communication while undertaking the assessment.

Teachers/lecturers should provide adequate opportunities for informal assessment to take place prior to candidates undertaking the formal assessment that is recorded for certification purposes. Teachers/lecturers may give candidates advice and support during any informal assessment in order to prepare them for the formal assessment.

Practical activities should be used to gather evidence. Where necessary, video or photographic evidence may be used as evidence.

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. As candidate evidence may be generated by written and/or oral and/or performance evidence for this unit, records should be kept of candidate performance. These could be in the form of checklists and/or logs completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklists and/or logs must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

All printed evidence should be signed and dated and video or photographic evidence stored for moderation purposes.

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).