



**Preparing for Employment: First Steps**

**SCQF level 3**

**Unit Code: F786 09**

**10 hour Unit**

## What is this Unit about?

This Unit is designed to prepare you to enter the world of work. It is about looking at your experience so far and identifying your qualities and what you can do. You will work with directive support from your tutor. This means your tutor will give you clear instructions.

This Unit is part of an Award in *Employability* (G9D2 43). The other Units in the Award are:

- ◆ F787 09 *Building Own Employability Skills* (SCQF level 3) [20 hour Unit]
- ◆ F788 09 *Responsibilities of Employment* (SCQF level 3) [10 hour Unit]
- ◆ F789 09 *Dealing with Work Situations* (SCQF level 3) [10 hour Unit]

This Unit is important because it will help you to prepare to move into employment. Employers look at what qualities people have when deciding whether to offer jobs to them. If you can show employers what you have done and what you can do you will be in a better position to get a job.

The knowledge and skills involved in this Unit will make you more confident as you start thinking about the world of work, the skills you have at the moment and the extra skills that you might need.

In this Unit you will think about and discuss your previous and current experience. This will help you to identify the qualities which you have developed so far and will help you think about what you wish to do in the future. This will help you to prepare for the move into employment.

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

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

You do not need any specific prior knowledge, qualifications or skills for this Unit. However, you may already have built up some of the skills you will need for this Unit at school or elsewhere.

## What do I need to do?

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

### Task 1

Review your own past and present experience

### Task 2

Draw conclusions on how your past and present experience can help you enter the world of work

### Task 3

Find out about yourself and the world of work

## How do I get this Unit?

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

For task 1 **review your own past and present experience** you will have to:

- ◆ identify the things you have done in the past which have enabled you to develop skills and understanding, for example:
  - things you have done at school, at college or at home
  - things you are interested in such as fashion or drama
  - activities such as sport or music which you may have been involved in
  - things you may have learnt from part-time jobs
  - things you may have learnt from work experience
  - things that you have learnt from volunteering activities
  
- ◆ identify things which you are doing at the moment which are helping you to develop skills and understanding, for example:
  - things you are interested in such as music or computing
  - activities such as sport or music or volunteering
  - activities which you are doing in your home life such as doing chores and caring for others

To show that you have met this task, you might have evidence of things you have done. This might include qualifications or other certificates, eg work experience or sporting achievements. You may have evidence of other things you have done including uploading material to social networking sites or fashion sketches you have drawn. Your tutor may ask you questions to check your knowledge and understanding and make notes or a recording of what was said.

For task 2 **draw conclusions on how your past and present experience can help you enter the world of work** you will have to:

- ◆ think about the skills and qualities you have and think about how they may help you to enter the world of work, for example:
  - the things you think you can do well
  - the most important skills that you have
  - the most important qualities that you have
  - the ability to communicate and work with others
  - particular skills associated with particular jobs that you may have
- ◆ think about the things from your past and present experience which you like doing and which may help you to enter the world of work, for example:
  - things that you have done that you are pleased about
  - things that you enjoy doing and why you like doing them
  - how the things you like doing could help you enter the world of work

To show that you have met this task you might have evidence on the conclusions you have drawn about your past and present experience. You may have made a video or an audio recording of your conclusions or you could have made some notes on them. Your tutor may ask you questions and makes notes or a recording of what was said.

For task 3 **find out about yourself and the world of work** you will have to:

- ◆ identify what you want from a job, for example:
  - hours you want to work, eg weekends and/or in the evenings
  - where you work, eg indoors or outdoors, near your home
  - who you will work with, eg a small team, working with the public
  - money, eg hourly pay
- ◆ identify the kinds of jobs that will fit in with what you want from a job, for example, jobs which:
  - allow you to use your skills, qualities and strengths
  - you think you will enjoy doing
  - allow you to use your qualifications, experience or knowledge
  - will give you a chance to learn new things.
- ◆ identify what you will need to offer to get and keep the jobs that you would like to have, for example the:
  - skills you will need to develop and how you will be able to do this
  - qualities you will need to have and how you can develop them
  - knowledge and understanding you will need and how you will be able to gain this

To show that you have met this task you might gather evidence from listening to employers and to people in employment. You may have evidence from newspaper advertisements or from other sources such as the internet. You may have notes which you have made for yourself. Your tutor may ask you questions and makes notes or a recording of what was said.

You may be able to use the same evidence for more than one of the tasks. However, you must show that you can do each task separately.

## What might this involve?

The Unit can be achieved in many ways.

Examples of activities you might do are:

- ◆ Think about the things you are good at and the things you like doing
- ◆ Talk with others about what you have done which might help you gain employment
- ◆ Draw conclusions from the things you have done and how they might help you enter the world of work
- ◆ Make notes of what you have done and plan to do
- ◆ Make plans for your future employment
- ◆ Set targets for your future development
- ◆ Have a discussion on career planning with a careers adviser

Evidence of these activities may be gathered together in a folio.

As you work through this Unit you will receive a lot of support from your tutor. You will be expected to take an active part in completing the tasks by following instructions and advice you are given.

## What can I do next?

You could think about doing other related Units at SCQF level 3 which would help you gain employment such as:

- ◆ F787 09 *Building Own Employability Skills* (SCQF level 3) [20 hour Unit]
- ◆ F788 09 *Responsibilities of Employment* (SCQF level 3) [10 hour Unit]
- ◆ F789 09 *Dealing with Work Situations* (SCQF level 3) [10 hour Unit]

You could move on to the National Progression Award in *Enterprise and Employability* at SCQF level 4 (G976 44).

Your tutor can advise you about this.

## Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ review your own past and present experience
- ◆ draw conclusions on how your past and present experience can help you to enter the world of work
- ◆ find out about yourself and the world of work

Tutors will provide directive support to learners by offering them advice. This will involve providing explicit instructions to learners. For example, learners could be asked specific questions about aspects of their experience known to the tutor. Learners will be expected to participate but this participation will be limited to agreeing to suggestions and ideas. Tasks and activities for learners should be simple in that they should consist of routine elements. For example, learners will need to be carefully guided through the process of reviewing their past and present experience and through finding out about themselves and the world of work.

Learners should show a basic knowledge of a small number of key points some of which will be factual eg that they recognise what 'terms and conditions of work' consist of even though they may not use this term directly. Learners should also be able to identify and/or take account of some consequences of action they take. Learners could, when prompted, identify their own personal skills and qualities which can help them make a good impression on others.

Delivery of the Unit should take account of the needs and aspirations of each individual learner. The aim should be to develop self confidence and self esteem among learners. They should be helped to recognise the skills and qualities which they have developed in the past and which they may be developing at the present. Learners may not find this easy but helping them to recognise achievements can help to build self esteem, self confidence and a stronger self image. Any changes in these can be fragile and may be difficult to sustain. Delivery should, therefore, be structured to provide as many opportunities as possible to recognise and reinforce progress.

Assessment for the Unit will consist of gathering evidence to show that the learner is able to meet the three tasks of the Unit. Learners should be able to gather evidence as they work through the Unit. Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual (eg: photographs or video footage). Learners may be able to present evidence for all three tasks together in a folio of work.

Learners may make use of performance evidence such as certificates of achievement or demonstrations of skills and product evidence such as audio or video diaries. Where appropriate, performance and product evidence can be supplemented by observation checklists and/or recorded oral questions and answers.

Evidence for the Unit can take a variety of forms depending on the learner's situation and the delivery approach adopted. Evidence could be generated while the learner works through the Unit.

For Task 1 **review your own current and previous experience** evidence should show that the learner has followed the two steps of reviewing her/his previous experience and reviewing her/his situation at present. Two distinct items for each part would be sufficient which could be combined in a single piece of evidence such as a single oral or recorded discussion. Learners who can produce more may find it personally beneficial to do so. The following gives some indication of what the items could consist of:

- ◆ Written and/or recorded oral evidence covering skills, knowledge, understanding and personal qualities developed by learners
  - in the past or currently at school and/or in personal contexts through membership of clubs, other organisations, or in the home
  - in the past or currently from part-time jobs or work experience and/or as a result of activities, hobbies or interests they have been involved in such as sport or music or volunteering

This evidence could be supported by additional performance evidence including checklists such as:

- ◆ Certificates of achievement
- ◆ Evidence of particular skills such as IT skills

For Task 2 **draw conclusions on how your past and current experience can help you enter the world of work** evidence should show that the learner has drawn conclusions about both her/his past and current experience. Learners can be encouraged to present their evidence in a manner which reflects skills and qualities they may possess. They could, for example, produce a blog or make use of video or audio diaries or material they have posted on social networking sites or uplifted on to other internet sites. They could use a log book or notes. There should be at least one conclusion from past and at least one from current experience. Conclusions should be clearly linked to specific aspects of the learner's experience. They may be combined in a single piece of evidence such as a single oral or recorded discussion. Learners who can draw more conclusions are likely to find it personally beneficial to do so. The following gives some indication of what the factors could consist of:

- ◆ Written and/or recorded oral evidence covering:
  - personal qualities and attributes
  - self-evaluation of achievements and how they can help learners gain employment
  - the ability to communicate and work with others
  - skills associated with particular jobs

This evidence could be supported by additional performance evidence including checklists such as:

- ◆ Notes made by the learner including blogs
- ◆ Video or audio diaries made by the learner
- ◆ Postings by the learner on social networking sites and on other websites

For Task 3 **find out about yourself and the world of work** evidence should show that the learner has undertaken each of the three parts of the task ie identifying the things that the learner wants from a job; identifying the kinds of jobs that will fit in with what the learner wants; and identifying what the learner would need to do to get and keep the jobs he/she wants. Two separate factors for each part would be sufficient although these may be combined in a single piece of evidence such as a single oral or recorded discussion. Learners who can produce more may find it personally beneficial to do so. The following gives some indication of what the factors could consist of:

- ◆ Written and/or recorded oral evidence covering:
  - things that the learner would want from a job, eg pay, terms and conditions; where and/or who to work with
  - job areas that fit in with what the learner wants and/or the learner's skills and attributes
  - jobs the learner would enjoy doing
  - job areas that match the learner's skills and attributes and/or knowledge and understanding which would enable the learner to learn new things
  - skills, qualities, knowledge and understanding that the learner needs to develop and how this might be done

This evidence could be supported by additional performance evidence including checklists such as:

- ◆ Notes made by the learner including blogs
- ◆ Video or audio diaries made by the learner
- ◆ Postings on social networking sites or other internet sites
- ◆ Material from websites such as those maintained by employers or employment agencies
- ◆ Career plan of action



Further information about delivery, assessment and Evidence Requirements for this Unit can be found in the corresponding support pack. The support pack also contains examples of the type and amount of activities that meet the standards of this Unit. Sample recording documentation is also included.

## Core Skills

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## Differentiation between levels

The following guidance is intended to help assessors make assessment judgments. It explains how the generic level descriptors at SCQF level 3 and SCQF level 4 may be applied in the context of this and related Units.

Differentiation between the two SCQF levels is based on five main principles.

They are the:

- ◆ Amount of support learners receive
- ◆ Level of participation by learners
- ◆ Level of understanding of learners
- ◆ Complexity of tasks given to learners
- ◆ Level of maturity displayed by learners

The table below outlines how each principle may apply at SCQF level 3 and SCQF level 4 for this Unit and for *Preparing for Employment: First Steps* (SCQF level 4).

Principle	SCQF level 3	SCQF level 4
Support: learners will work with	Directive support, ie the teacher/lecturer will issue explicit instructions	Support, ie the teacher/lecturer will offer advice
Level of participation: learners will	Participate in, ie agree to ideas, suggestions and plans	Contribute to, ie offer some ideas and/or suggestions
Level of understanding: learners will show	Basic knowledge, ie a small number of key facts	Basic knowledge of a number of key points some of which will be factual
Complexity of tasks: learners will be involved in activities which are	Simple ie routine and with which the learner may be familiar	Straightforward ie contain some routine elements

<b>Principle</b>	<b>SCQF level 3</b>	<b>SCQF level 4</b>
Level of maturity displayed: candidate will	Take account of some identified consequences of action	Identify and/or take account of some of the consequences of action/inaction

## **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **[www.sqa.org.uk](http://www.sqa.org.uk)**.



## Administrative information

### Credit value

1.5 credit points at SCQF level 3

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