

## National Unit Specification: general information

**UNIT** Sampling Work: An Introduction (Access 1)

**NUMBER** D9ER 07

### SUMMARY

This unit is designed principally for candidates developing basic skills in a supported learning environment. It provides an opportunity for candidates to develop an awareness of job-related activities and workplace environments. Candidates should achieve this through demonstrating an appreciation of basic work roles and undertaking a supervised visit to a selected workplace environment.

Candidates should be allowed to use their normal mode of communication while undertaking the unit.

### OUTCOME

Develop an awareness of work roles and a selected workplace environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre and, as this is intended as an introductory unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points\* at SCQF level 1).

*\*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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## Administrative Information

**Superclass:** HB

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## **National Unit Specification: statement of standards**

### **UNIT**      Sampling Work: An Introduction (Access 1)

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**

Develop an awareness of work roles and a selected workplace environment.

### **Performance criteria**

- a) Identifies an appropriate work activity for two different work roles.
- b) Prepares to sample an identified work environment.
- c) Undertakes a supervised visit to the identified work environment.
- d) Makes a valid observation of the work environment visited.

### **Evidence requirements**

Written and/or oral evidence and/or performance evidence that the candidate has:

- PC (a) correctly identified an appropriate work related activity for two different work roles.
- PC (b) prepared to sample the identified work environment. The candidate's response should demonstrate that he/she has:
  - agreed to participate in the visit to the identified work environment
  - understood what he/she has to do during the visit.
- PC (c) participated in a supervised visit to a selected work environment.
- PC (d) made a valid observation of the workplace environment either during or after the visit.

## National Unit Specification: support notes

### UNIT            Sampling Work: An Introduction (Access 1)

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 should provide an introduction to the world of work within the vocational context of personal and social development. Its effective delivery should help enable the candidate to find out basic information about the kinds of jobs people do and the activities which are involved in doing them. It should allow the candidate to experience first hand a real working environment during the supervised visit. Suitable work environments include an office, a kitchen/canteen, a hospital, a retail outlet, a nursery, a hairdresser's, bus station or railway station. Where it is appropriate, these may be in the setting of the candidate's own school, college, resource or training centre.

A candidate who successfully completes this unit may wish to progress to one or more of the following Access 1 units:

- D3KT 07    Vocational Awareness and Development: Contributing to an Enterprise Activity – Planning (Access 1)*
- D3KS 07    Vocational Awareness and Development: Contributing to an Enterprise Activity – Identifying Personal Contribution (Access 1)*
- D3KV 07    Vocational Awareness and Development: Contributing to an Enterprise Activity – Working with Others (Access 1)*
- D3KW 07    Vocational Awareness and Development: Contributing to an Enterprise Activity – Reviewing Contribution (Access 1)*

OR in some cases to:

- DOEW 08    Vocational Awareness and Development: Sampling Work (Access 2)*
- DOEV 08    Vocational Awareness and Development: Contributing to an Enterprise Activity (Access 2)*
- DOEX 08    Vocational Awareness and Development: Using Work-related Skills (Access 2).*

For further information on progression, please see Appendix 1.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should be given the opportunity to find out information about a range of jobs, for example, a receptionist, secretary, janitor, doctor, nurse, caterer, police officer. In addition to learning about the worker's environment and the types of activities involved, the candidate should learn about the equipment or tools the job requires and who the worker may work with. It is suggested that teaching and learning on this take place prior to the visit to the selected workplace. Learning should be made as interesting as realistically possible and use can be made of guest speakers, video, picture cards, games, and where appropriate, talking in groups, for example, about the work that people do. It is envisaged that, generally, the teacher/lecturer or assistant would lead these groups.

## National Unit Specification: support notes (cont)

### UNIT            Sampling Work: An Introduction (Access 1)

Candidates should be prepared for their visit to the workplace and be aware that they will be asked to comment on what they saw there. An explanation of what the candidate will be expected to do during and after the visit should be given to the candidate prior to him/her agreeing to participate.

Candidates should have the opportunity to communicate their observations and experiences of the workplace environment following the visit.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal unit assessment.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Evidence of achievement is required for all four performance criteria (PCs), however the production of this should not be made unduly burdensome. Candidates should be allowed to use their normal mode of communication while undertaking the assessment eg written, scribed, signed, oral or through a picture card record. Instruments of assessment suggested for the recording of the candidate's achievement are as follows:

PC (a) a matching exercise demonstrating the candidate's ability to correctly identify one appropriate work activity for each of two given work roles. The two work roles given may be related to the workplace that will be visited or may be entirely unrelated. Candidates may be given each work role and a selection of possible work activities. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

PC (b) preparation might include a certificate of agreement to participate in the visit which has been signed by the candidate. This should identify the workplace environment that will be visited and indicate that the candidate has understood the main purpose of the visit.

PC (c) assessor observation schedule and/or annotated photo or video evidence recording candidate's participation in visit to the selected workplace environment.

PC (d) record of candidate's observation about the selected work environment. This may an expression of personal opinion, eg. *I thought that it must be good fun to work the fax machine*, or it may be a factual observation, eg *the office supervisor used a computer in his/her work*.

An exemplar assessment is provided in Appendix 2 to these Support Notes.

## **National Unit Specification: support notes (cont)**

**UNIT**      Sampling Work: An Introduction (Access 1)

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at this level Access 1, such as:</p> <p>D9ET 07      Handling Money  D9EV 07      Recognising Time  D9EW 07      Basic Communication in a Familiar Setting  D9EX 07      Using Basic Computer Skills  D9EY 07      Personal Profiling: An Introduction  D9F0 07      Working with Others on a Group Activity.</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

**Notes:**

1. This exemplar is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.

**PC (a) Identifies an appropriate work activity for two different work roles**

1. Work Role – Bus driver

Which of these activities do you think a bus driver would do in his/her work?

**look after animals**

**wash dishes**

**drive a bus**

**answer the telephone**

2. Work Role – Hairstylist

Which of these activities do you think a hairstylist would do in his/her work?

**prepare food**

**cut hair**

**dig a garden**

**build walls**

**PC (b) Prepares to sample an identified work environment**

*Certificate of Agreement to Sample a Workplace*

I agree to take part in the visit to find out about ..... (workplace) and to follow the rules for safety.

During the visit I will .....

**Signed by candidate** ..... **Date** .....

**PC (c) Undertakes a supervised visit to the identified work environment**

**Teacher/lecturer observation**

..... (name of candidate) participated in a visit to

..... **on** ..... **(date)**.

Photograph taken at time of visit (if appropriate).

**PC (d) Makes a valid observation of the work environment visited**

What I observed/found out about the workplace.

.....  
.....

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

**Teacher/lecturer signature**..... **Date**.....

## Completed Assessment Exemplar

### Notes

1. This exemplar is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.

### PC (a) Identifies an appropriate work activity for two different work roles

1. Work Role – Bus driver

Circle the activities you think a bus driver would do in his/her work?

**look after animals**

**wash dishes**

**drive a bus**

**answer the telephone**

1. Work Role – Hairstylist

Circle the activities you think a hairstylist would do in his/her work?

**prepare food**

**cut hair**

**dig a garden**

**build walls**

### PC (b) Prepares to sample an identified work environment

#### *Certificate of Agreement to Sample a Workplace*

I agree to take part in the visit to **Greenvale Nursery** (workplace) and to follow the rules for safety.

During the visit I will find out about the work of a nursery teacher.

**Signed**

*Gemma Watson*

**Date**

*24/2/03*

**PC (c) Undertakes a supervised visit to the identified work environment**

**Teacher/lecturer observation**

**Gemma Watson** (*name of candidate*) participated in a visit to

**Greenvale Nursery** on 16/03/03 (*date*) according to the completed Certificate of Agreement to sample a workplace.

See photograph of Gemma's visit to the nursery.

**PC (d)**

What I observed/found out about the workplace.

The nursery teacher helped the children read their storybooks and taught them a new song.

Scribed by ..... Date .....

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

**Teacher/lecturer signature** ..... **Date** .....