



National Unit specification

General information

Unit title: Work Placement (SCQF level 5)

Unit code: HF88 45

Superclass: HC

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Unit purpose

The *Work Placement* Unit at SCQF level 5 is designed to recognise the valuable learning and development which takes place as a result of planning and carrying out a suitable work placement. Learners will have an opportunity to think about their abilities and career aspirations in preparation for their work placement. During the placement they will carry out work specific duties, work with others and carry out a workplace learning project. Learners will evaluate their progress on completion of the placement.

This Unit may provide progression for learners who have completed a *Work Placement* at SCQF level 4. It may also provide progression for learners who have completed the *Personal Development: Self and Work* Unit at SCQF levels 4 or 5 or the *Employability Award* at SCQF level 4.

Learners who complete this Unit may wish to progress on to the *Work Placement* Unit at SCQF level 6. This Unit may also be useful for learners wishing to progress to further education, training or employment.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Plan and complete a work placement.
- 2 Plan and complete a workplace learning project.
- 3 Evaluate the learning and development that has taken place on completion of the placement and project.

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 SQA.

Outcome 1

Plan and complete a work placement.

Performance Criteria

- (a) Review own career aspirations and abilities in preparation for a suitable work placement.
- (b) Produce a detailed plan for going on a work placement.
- (c) Carry out the plan during the work placement.
- (d) Carry out allocated duties appropriately during the work placement.
- (e) Review own progress during the work placement.

Outcome 2

Plan and complete a workplace learning project.

Performance Criteria

- (a) Identify a suitable project aim.
- (b) Produce a detailed plan to enable progress towards the identified aim.
- (c) Carry out the plan, making any changes if required.
- (d) Record progress made towards the identified aim.

Outcome 3

Evaluate the learning and development that has taken place on completion of the placement and project.

Performance Criteria

- (a) Explain what has been learned as a result of completion of the work placement and project.
- (b) Review initial career aspirations and abilities based on what has been learned.
- (c) Identify and explain own next steps based on this review.

National Unit specification: Statement of standards (cont)

Unit title: Work Placement

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

The learner will work with minimum support whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the tutor will be able to respond to specific questions from the learner to enable progress.

The evidence will be generated by the learner at appropriate points throughout the Unit. The evidence will consist of:

- ◆ written and/or recorded oral evidence generated by the learner for all Outcomes.
- ◆ an observation checklist to support performance evidence for Outcome 1.

The specific evidence required to demonstrate the achievement of each Outcome is listed below.

Outcome 1

A learner record covering:

- ◆ a review of career aspirations and abilities in preparation for a suitable work placement. A suitable work placement is one which will enable the learner to make progress relevant to their career aspirations and abilities.
- ◆ A detailed plan for the work placement which includes gathering essential information. Essential information should include: the name of organisation; contact details, location; hours of work; duties to be carried out; dress code.
- ◆ A review own progress during the work placement which covers carrying out allocated duties, working with others, time management and feedback from others. This review should take place on one occasion during the work placement.
- ◆ Confirmation by the tutor that the planned work placement has been completed.
- ◆ An observation checklist to show that the learner has carried out their allocated duties appropriately. This must include evidence that the learner has:
 - carried out allocated tasks
 - adhered to health and safety requirements
 - worked cooperatively with others.

It is acceptable for the checklist to be completed by the workplace supervisor.

National Unit specification: Statement of standards (cont)

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Outcome 2

A learner record which includes:

- ◆ an aim for the project. The aim can relate to the learner's career aspirations, however, it may be more generic in relation to the experience of work or specific to the organisation providing the placement.
- ◆ a plan for the project which includes tasks, resources and timescales.
- ◆ confirmation by the teacher/lecturer/tutor or supervisor that the plan has been carried out.
- ◆ information about any changes, if these were required.
- ◆ a record of the progress made towards the aim of the project.

Outcome 3

A learner evaluation covering:

- ◆ an explanation of what has been learned as a result of the work placement and project.
- ◆ a review of initial career aspirations and abilities, based on what has been learned.
- ◆ an explanation of the identified next steps. This explanation should be based on what has been learned and the review of career aspirations and abilities.

National Unit Support Notes

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Unit Support Notes are offered as guidance and 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

The general interpretation of work experience has been a week-long placement undertaken in S4 in partnership with an employer. It is now widely accepted that this singular opportunity is not the only way of providing a meaningful experience of work.

The Work Placement Unit at SCQF level 5 is aimed at the learner who requires minimum tutor support and is able to work independently, using their own initiative. Learners will plan a work placement and a workplace learning project. The learning project may relate to the learner's career aspirations or abilities or it may be more generic. It is expected that the learner will develop task management and interpersonal skills throughout the duration of the work placement. The learner will also be involved in evaluation, self-reflection and the management of time and resources. This will be done with minimum support from the teacher/lecturer/tutor and/or supervisor.

Outcomes 1 and 2 may be assessed holistically as these focus on the planning and carrying out of the work placement and the workplace learning project. Learners will be expected to review their own career aspirations and abilities in preparation for a work placement.

The tutor role is important at this stage to provide support to the learner and to encourage them to keep track of everyday work placement activities so that they can effectively review their work placement experience. The learner should be guided to refer to feedback from others, duties carried out, effective use of time management and working with others.

Outcome 3 provides the opportunity for the learner to evaluate what has been learned throughout the work placement as part of a self-reflection process. The tutor must guide the learner to understand the process of self-reflection which will enable them to carry out the evaluation effectively. This might involve a one to one meeting where the learner is asked to consider the following prompts:

- ◆ Explain what you have learned from your experience in the work placement.
- ◆ Review your initial career aspirations and abilities and explain how the work placement has influenced what you plan to do next.
- ◆ Show clear identification of next steps following the work placement, eg a clear career pathway; employment options and/or study course.

This Outcome must include a review of career aspirations and abilities and how these have been influenced by what has been learned during the work placement. The learner must provide a detailed explanation of potential areas for further development with reference to the initial career aspirations and abilities described in Outcome 1 and taking into account what has been learned during the work placement.

National Unit Support Notes

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Guidance on approaches to delivery of this Unit

The Work Placement Unit at SCQF level 5 is designed to provide learners with the opportunity to experience a work placement with a work placement provider. It is important that the work placement is aimed at the development of individual career aspirations and abilities, where the learner appreciates the relevance to the vocational area that the work placement will take place.

The arrangements for the work placement are flexible and can be tailored to suit the needs of the learner, the work placement provider and the context of the work placement itself. For example the work placement could involve: a half day; single day; timetabled opportunities; an introductory week long work placement with additional opportunities built in. The work placement could also take place out with the school/college day. **The length of the work placement is not specified, however, it must be sufficient to allow the learner to have a meaningful experience and generate the evidence required for the Unit.**

A wide range of potential work placements may be suitable, depending on the needs of the individual learner; however, the placement must allow the learner the opportunity to make progress towards the aim of their workplace learning project.

Guidance on approaches to assessment of this Unit

Whilst the learner is expected to work on their own initiative with minimum support, it is important to recognise that the tutor has a key role to play in providing supervision and mentoring support where appropriate. It is expected that the learner will produce assessment evidence which contains the following:

- ◆ A review of individual career aspirations and abilities which link to the work placement. A suitable work placement is one which will enable the learner to make progress relevant to their career aspirations.
- ◆ A detailed plan which includes essential information. Essential information should include: the name of organisation; contact details, location; hours of work; duties to be carried out; dress code.
- ◆ one review relating to the progress being made during the work placement. This review of own progress must include details of specific duties undertaken, working with others, time management and feedback from others.
- ◆ Tutor/Supervisor observation checklist which evidences that the learner has undertaken allocated tasks; adhered to health and safety requirements and worked cooperatively with others.
- ◆ An aim for the workplace learning project.
- ◆ A project plan which includes tasks, resources and timescales.
- ◆ Evidence that the plan has been carried out, including any necessary changes made.
- ◆ An evaluation of the learning and development which has taken place on completion of the placement.

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As learners progress through the Unit, they may wish to create a paper based or electronic folio to gather evidence. Learners may also wish to keep a diary during the work placement in order to have a record of their activities and reflect on their progress. The description of career aspirations and abilities used by learners in their self-evaluation may provide an excellent source of material for those who want to create or update a CV.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Work Placement (SCQF level 5)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Work Placement Unit at SCQF level 5 is designed to recognise the valuable learning and development which takes place as a result of planning and carrying out a suitable work placement. You will have an opportunity to think about your abilities and career aspirations in preparation for a work placement. During the placement you will carry out duties given to you by your employer/supervisor and you will work with others while carrying out your duties. The work placement is a valuable learning experience which you will make the most of by carrying out a learning project. Once you have completed your work placement you will be able to evaluate your progress and what you have learned. You can use this evaluation to think again about your career aspirations and future plans.

Throughout this Unit you will have the opportunity to build on the following skills:

- ◆ Planning
- ◆ Carrying out a plan
- ◆ Monitoring progress
- ◆ Working with others
- ◆ Evaluating and reviewing
- ◆ Identifying next steps

Prior to going on your work placement, during the placement and after the placement you will be required to produce evidence for each of the Outcomes and Performance Criteria of the Unit. This evidence will be assessed by your tutor.