

# Customised Unit:

**Practical Work Place Skills (SCQF level 4)**

H188 04

Skills Development Scotland	
Certificate of Work Readiness: SCQF level 4	
<b>Practical work place skills</b> (SCQF level 4) H188 04	
This unit is designed as part of the Skills Development Scotland Certificate of Work Readiness SCQF level 4 award, but could be delivered as a standalone unit appropriate for candidates undertaking a work placement to demonstrate their readiness to work in an entry level job. Candidates who have achieved this unit will have demonstrated their ability to apply appropriate employability skills, behaviours and attitudes endorsed by the work placement organisation over a period of at least 190 hours.	
Learning outcome 1: Demonstrate sustained and appropriate routine use of straightforward core skills in the context of a work placement environment <b>(What you want the candidate to do)</b>	Evidence
<b>Performance Criteria:</b> (How you want the candidate to do it)  1.1 Employ appropriate, straightforward communication, ICT and numeracy skills in routine contexts to meet the needs of the work placement organisation	Evidence of actual performance that the candidate uses straightforward communication, ICT and numeracy skills to the employer's required standard over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate

	before they began their placement
Learning outcome 2: Demonstrate reliable application of personal management skills and behaviours within a work placement environment	<b>Evidence</b>
<b>Performance Criteria:</b> 2.1 Follow work placement employer policy in relation to time keeping and attendance requirements	Evidence of actual performance that the candidate follows work place policy in relation to time keeping and attendance to the employer's required standard over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
2.2 Follow work placement policy and procedures in relation to safe working practices	Evidence of actual performance that the candidate follows safe working practice to the employer's required standard over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
2.3 Dress appropriately in relation to the requirements of the work placement	Evidence of actual performance that the candidate dresses appropriately in relation to the requirements of the work placement over the period of the work placement. Evidence

	must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
2.4 Demonstrate a positive and responsible approach to learning within the work placement environment	Evidence of actual performance that the candidate demonstrates a positive and responsible approach to learning over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
<b>Learning outcome 3: Demonstrate straightforward team working skills, behaviours and attitudes within the work placement environment</b>	<b>Evidence</b>
<b>Performance Criteria:</b> 3.1 .Demonstrate a positive attitude to working with work placement colleagues, mentors and supervisors	Evidence of actual performance that the candidate demonstrates a positive attitude to working with colleagues, mentors and supervisors over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate

	before they began their placement
3.2 Demonstrate willingness to participate in basic tasks allocated within the work placement	Evidence of actual performance that the candidate demonstrates willingness to participate in tasks allocated over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
3.3 Demonstrate ability to follow straightforward instructions from supervisors, asking for appropriate clarification and assistance when unsure.	Evidence of actual performance that the candidate follows straightforward instructions and asks for clarification or assistance when required over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
<b>Learning Outcome 4: Review and evaluate own strengths and experiences in relation to the world of work</b>	
4.1 Identify own strengths and weaknesses in relation to the work experience, reflecting upon feedback from the work placement provider	Written/oral evidence of reflection on own strengths and weaknesses in relation to core skills, personal management & team working skills and behaviours in the work place

4.2 Identify areas for improvement in relation to work skills.	Written/oral evidence of at least 2 areas where could improve in relation to work skills behaviours and attitudes
4.3 Identify action points for improvement in relation to work skills	Written/oral evidence of action points relating to areas of improvement identified in 4.2

## SUPPORT NOTES

### Content/context

This unit is a core part of the Skills Development Scotland, Certificate of Work Readiness at SCQF level 4. While the exact time allocated to the unit is at the discretion of the partnership between the SDS work coach, the work placement employer and the learning provider, it will be completed within a period of work experience which lasts at least 190 hours. The notional time for learning, teaching and assessment is therefore 190 hours, the equivalent of 4.5 SQA credits.

This unit is suitable for candidates who have had no previous experience of working within a real work place but ideally candidates will have undertaken preparations to undertake their work placement activity by completing, for example the SQA Employability Award (SCQF level 4) or SQA units “Responsibilities of employment” (SCQF level 4) and “Dealing with work situations” (SCQF level 4). It may also be suitable for candidates who have progressed from the Skills Development Scotland customised unit, *Practical Work Place Skills: First Steps*. Candidates undertaking this unit should have been assessed by a guidance practitioner such as an SDS work coach, to identify their readiness to proceed to a period of sustained work place experience and to develop their work-based core skills to SCQF level 4 or above. Where barriers to learning are identified which may mean a candidate would find it difficult to commit to the work place experience, they should not undertake this unit.

## The Work Placement

This unit **must** be entirely delivered within a genuine work place and the candidate must fulfil a minimum number of hours within the workplace in order to demonstrate their generic “employability” skills over a sustained period (as they would under substantive employed conditions). The skills, behaviours and attributes that the candidate is expected to demonstrate are those identified through the CBI and contained in the course guidance for the Skills Development Scotland Certificate of Work Readiness (SCQF level 4). It is expected that candidates undertaking this unit will develop their employability skills within entry level job role activities, i.e. those benchmarked against the SCQF at levels 4-5.

The nature of the work placement experience may differ from other offers that learning providers have set up for their candidates in the past.

It is vital that all partners involved in the delivery of the programme understand the commitments and inputs required.

There are some fundamental requirements of the work placements that are considered mandatory and this is set out in the table below

<b>Characteristic of a “Quality” Work Placement Experience for CWR</b>	<b>Requirement</b>
The work placement environment	<ul style="list-style-type: none"><li>• The work place must be a “real” place of work where business takes place. This may be in the private, public or third sector</li><li>• The work place environment must have paid employees or self-employed individuals</li><li>• The work place must have appropriate health &amp; safety compliance, insurance and Equality policy in place and be compliant with Scottish employability law</li></ul>
The terms and conditions of the placement activity	<ul style="list-style-type: none"><li>• The business must give the candidate activities and responsibilities that mirror the requirements of a “real” job</li><li>• The candidate must complete at least 190 hours of placement activity in a manner that reflects substantive employment. This means weekly hours of at least 24 hours per week. Placements therefore will last between 7 and 8 weeks.</li></ul>

	<ul style="list-style-type: none"> <li>• The candidate is expected to follow the rules and policies of the organisation in the same manner that any other employee does (giving consideration to the fact that they require supervision and support).</li> <li>• The business must release the young person for at least 1 day per week to continue to develop their underpinning knowledge and skills with the learning provider and other supporting partners</li> </ul>
Process requirements	<ul style="list-style-type: none"> <li>• The work place must demonstrate commitment to follow the process requirements as identified in <i>Appendix 1</i></li> </ul>

### **Delivery, learning and teaching approaches**

This unit must be delivered within a real work place environment.

In preparation for the work placement, the roles, tasks, expected behaviours and attributes that the candidate could carry out should be agreed between the learning provider and the employer. It is important that the learning provider manages the expectations of the employer in relation to the young person and there should be room for some negotiating as to how the agreed standards are interpreted, as every work place culture has its own implicit standards which should be made explicit to prepare the young person. This information should be shared with whoever has the role in preparing the young person for their placement experience, e.g. the SDS work coach.

The “contract” form attached below as *Appendix 1* outlines the prior approved method of recording agreed activity and expectations of the candidate when undertaking their work placement activity. It will also allow the learning provider and the work coach to prepare the young person for the placement. As a “contract”, it is important evidence of what standards were discussed if issues arise both during the placement phase and for the assessment scorecard.

Normal health and safety work placement site evaluations should also be carried out prior to the placement and this is likely to be the responsibility of the learning provider, but could be negotiated through partners responsible for the programme.



The young person should receive a briefing before entering the work place but may also be accompanied by their work coach/learning provider to the placement on the first day. The work coach/learning provider should visit the young person at least twice during the placement and speak both with the young person to assess their learning and with the supervisor to determine their progress.

There should be weekly contact between the work coach, learning provider and employer to maintain an understanding of how the young person is getting on and to identify any additional support which might be required.

## **Assessment**

There is a requirement to complete 2 instruments of assessment to the agreed standard:

1. The employer scorecard
2. Self evaluation of candidate's performance and actions required

### **1. The employer scorecard**

Performance evidence is required over the sustained period of the work placement. Evidence should be recorded using a scaled approach to gain employer opinion. This approach, coupled with the discussions had between learning provider and employer in order to manage expectations at the beginning of the placement activity, should mitigate against the subjectivity identified in relation to concerns that the employer is not trained in implementing standardised assessment procedures. Employers should also be fully briefed on considering the candidate's ability to learn and the formal assessment of competence for the scorecard should not commence until the learner has completed 15% of their placement activity, giving them the opportunity to learn from early mistakes and develop. This is important for the more measurable elements including timekeeping and attendance. The placement scorecard guidance for the employer is attached as *Appendix 2* to this unit and the employer endorsement candidate checklist is attached as *Appendix 3*.

**In order to pass the first assessment task, candidates must have scores of level 3 or above in all areas. This should be substantiated by a completed scorecard signed by the designated employer supervisor from the work placement.**

## **2. Self evaluation log and action plan**

Candidates should be encouraged to reflect upon their scores and their employer feedback to identify their own strengths and weaknesses in relation to the world of work and use them to score themselves, using this as a tool to plan future workplace learning.

The learning provider should be responsible for internal verification, giving consideration to the employer's experience of undertaking the assessment process. It is absolutely acceptable for the learning provider to support the employer in completing the scorecard but it is a requirement that the employer signs the scorecard. This should allow the learning provider to consider whether the employer has made a fair and reasoned judgement

*Appendix 4* is a note form which will allow the employer to write down notes expanding on reasons why a score was given and should give points where the young person has done well and areas for improvement. This may be completed by the assessor through dialogue with the employer.

*Appendix 5* is an assessment template for completion of Outcome 4 of the unit, which supports the young person in reflecting on their own experience of the work placement and allows them to identify areas for improvement and actions for improving their work skills.

### **Quality Assurance of Employer Scoring Process**

The learning provider should be responsible for internal verification, giving consideration to the employer's experience of undertaking the assessment process. It is absolutely acceptable for the learning provider to support the employer in completing the scorecard but it is a requirement that the employer signs the scorecard. This should allow the learning provider to consider whether the employer has made a fair and reasoned judgement. The learning provider should refer back to the completed agreed standard that the young person was working to and enter into any discussions with the employers where it is felt that there has been any deviation from the agreed standard.

### **Guidance in relation to supporting candidates who change work placement locations**

It is inevitable that from time to time some young people will be placed with a work place provider where it does not work out for various reasons. For the purposes of this award and to maintain its integrity, the young person should be given the opportunity to attend another placement to complete their *Practical Work Place Skills*. Due to the nature of assessment methodology applied for this unit, it would be difficult for APL to be transferred to the second placement and the second placement provider would undertake the assessment of the candidate for the unit and the

award. For this reason, the expectation would be that, no matter how many hours the candidate had completed at the first provider, they would be expected to complete at least 100 hours of placement activity at the second provider, (whilst ensuring that they complete at least 190 hours in total).

Where a second placement activity is unsuccessful, a third placement would only be arranged in exceptional circumstances (for example, a redundancy situation) where the learning provider and work coach agreed that it would be appropriate. As identified above, the candidate would still be expected to complete at least 100 hours with this final placement provider who would undertake the assessment process.

### **Guidance in relation to candidates who gain employment before completing the 190 hours of work placement activity.**

It is recognised that there will be occasions where a candidate is employed by the work placement provider before completing their 190 hours of placement. which is very much recognised as a positive outcome. However, it would also be valuable to be able to certificate the candidate when they have completed 190 hours within that work environment. Learning providers are requested to seek the employer signature after the candidate has completed 190 hours in the job but where this is not possible, the learning provider may sign off the scorecard with the employer's agreement 'per procuracionem'.

**Appendix 1:**

**Agreed “contract” for work placement activity**

Candidate name:

Dates of proposed placement:

Allocated work place supervisor signature:

Tutor/learning provider signature:

<b>Requirement of the candidate</b>	<b>Agreed criteria between employer/learning provider</b>	<b>Other comment</b>
Generally, what roles, tasks and responsibilities will be expected of the candidate?		

<p>Are there particular tasks/protocols/ requirements expected in relation to communication (written/oral); numeracy and ICT use (should be routine straightforward requirements only)?</p>		
<p>What will be the agreed working hours?</p>		
<p>Is there a particular dress code (including PPE requirement) expected of the candidate?</p>		
<p>Are there any health &amp; safety areas that should be highlighted with the candidate before they begin in this workplace?</p>		

<p>Are there particular behaviours and attitudes that the employer expects from the candidate in the work place in relation to e.g. working with others, with supervisors etc?</p>		
<p>What would the employer expect of the candidate when they are unsure about tasks allocated to them?</p> <p>Are there specific rules in the work place that the candidate should be aware of before starting?</p>		
<p>What protocols should the candidate follow in the event of lateness or absence from the work place?</p>		

## Appendix 2: Employer Scorecard Guidance

Profile	1	2	3	4
<b>Employing straightforward communication, numeracy and ICT skills as required by the workplace.</b>	Is frequently unable to use routine skills <sup>1</sup>	Struggles often to use routine skills even in very familiar workplace contexts	Can usually use routine skills in familiar contexts	Can always use routine skills in familiar contexts
<b>Following attendance requirements</b>	Poor attendance at work place and unable to provide appropriate rationale for absence	Erratic attendance with absences without appropriate rationale	Good attendance with occasional explained absences	100% attendance to fulfil 190 hours requirement
<b>Following time keeping requirements</b>	Arrives late, is back late from breaks without relevant excuse on more than a few occasions	Normally good but with a few lapses in time-keeping with inappropriate excuses	Good time-keeping with odd lapse e.g. on-time but not prepared to start work	Always on time at start and after breaks and prepared for work
<b>Following safe working practices</b>	Shows little awareness of risks within the work place and is a danger to self and others	Shows some understanding of safety issues and risks but has frequent lapses	Generally demonstrates awareness of safety and workplace risks	Demonstrates good safety awareness and asks/flags up issues of safety concern

<sup>1</sup>.Examples: produce & respond to simple but detailed written & oral communications in familiar contexts; use standard ICT applications to process, obtain and combine information; use basic numerical & graphical data in straightforward & familiar contexts

<b>Following organisational dress code</b>	Wears inappropriate dress frequently which poses a risk to themselves and others and cannot therefore fulfil tasks	Follows dress code with odd exceptions to code, e.g. forgotten to remove unacceptable jewellery	Follows dress code with rare exceptions	Always follows required dress code
<b>Attitude to learning in the work place</b>	Unwilling and uninterested in learning new tasks and about the workplace	Sometimes uninterested in learning but occasionally attentive and asks some questions	Usually willing to learn new things, asks questions but may require to be prompted	Very enthusiastic about learning in the workplace, asking frequent questions to improve their own knowledge
<b>Working with work place colleagues, mentors and supervisors</b>	Reluctant to work with others	Tries to work with others but sometimes behaviour means that it does not go well	Works well with others and contributes generally to the team effort	Works well with others and inspires team performance
<b>Willingness to undertake tasks</b>	Frequently reluctant to undertake tasks and demonstrates very negative body language towards the work environment	Usually undertakes tasks but body language often suggests reluctance	Usually undertakes tasks but body language occasionally suggests reluctance	Always undertakes tasks with positive approach and body language
<b>Ability to follow instructions and ask for assistance When unsure</b>	Ignores instructions frequently and rarely asks for assistance, contributing to poor task completion	Usually follows instructions but often diverges from them	Follows instructions with occasional lapse (often due to misunderstanding)	Always follows instructions and makes an effort to clarify them when unsure



**Appendix 3:**

**Instrument of Assessment 1: Candidate work placement employer endorsed scorecard**

**Candidate name:**

**Employer scorer name and signature:**

**Date:**

**Result:**

**Assessor signature and feedback:**

<b>Profile</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Candidate Score</b>
<b>Employing straightforward communication, numeracy and ICT skills as required by the workplace.</b>	Is frequently unable to use routine skills <sup>2</sup>	Struggles often to use routine skills even in very familiar workplace contexts	Can usually use routine skills in familiar contexts	can always use routine skills in familiar contexts	
<b>Following attendance requirements</b>	Poor attendance at work place and unable to provide appropriate rationale for absence	Erratic attendance with absences without appropriate rationale	Good attendance with occasional explained absences	100% attendance to fulfil 190 hours requirement	
<b>Following time keeping requirements</b>	Arrives late, is back late from breaks without relevant excuse on more than a few occasions	Normally good but with a few lapses in time-keeping with inappropriate excuses	Good time-keeping with odd lapse e.g. on-time but not prepared to start work	Always on time at start and after breaks and prepared for work	
<b>Following safe working practices</b>	Shows little awareness of risks within the work place and is a danger to self and others	Shows some understanding of safety issues and risks but has frequent lapses	Generally demonstrates awareness of safety and workplace risks	Demonstrates good safety awareness and asks/flags up issues of safety concern	
<b>Following organisational</b>	Wears inappropriate dress frequently which poses a risk to	Follows dress code with odd exceptions to code, e.g. forgotten to	Follows dress code with rare	Always follows required dress code	

<b>dress code</b>	themselves and others and cannot therefore fulfil tasks	remove unacceptable jewellery	exceptions		
<b>Attitude to learning in the work place</b>	Unwilling and uninterested in learning new tasks and about the workplace	Sometimes uninterested in learning but occasionally attentive and asks some questions	Usually willing to learn new things, asks questions but may require to be prompted	Very enthusiastic about learning in the workplace, asking frequent questions to improve their own knowledge	
<b>Working with work place colleagues, mentors and supervisors</b>	Reluctant to work with others	Tries to work with others but sometimes behaviour means that it does not go well	Works well with others and contributes generally to the team effort	Works well with others and inspires team performance	
<b>Willingness to undertake tasks</b>	Frequently reluctant to undertake tasks and demonstrates very negative body language towards the work environment	Usually undertakes tasks but body language often suggests reluctance	Usually undertakes tasks but body language occasionally suggests reluctance	Always undertakes tasks with positive approach and body language	
<b>Ability to follow instructions and ask for assistance When unsure</b>	Ignores instructions frequently and rarely asks for assistance, contributing to poor task completion	Usually follows instructions but often diverges from them	Follows instructions with occasional lapse (often due to mis-understanding)	Always follows instructions and makes an effort to clarify them when unsure	

**Appendix 4:**

**Employer Feedback**

<p>Please state the strengths and weaknesses of the young person in relation to their skills, attitudes and behaviours in the workplace</p>	
<p>Please give recommendations for the next steps for this young person's development in relation to developing their work readiness</p>	

## Appendix 5

### Instrument of Assessment 2: Young Person self evaluation

Using the feedback from the employer, score yourself in relation to the following areas:

Profile	1. POOR	2. UNSATISFACTORY	3. GOOD	4. EXCELLENT
My core skill use in the workplace (comms, ICT and numeracy)				
my attendance at the work placement				
my timekeeping at the work placement				
My safety awareness in the work place				
My ability to follow dress codes in the work place				
My attitude to learning in the work place				
My team work on the work placement				

<b>My willingness to do what asked in the work place</b>				
<b>My Ability to follow instructions and ask for assistance when unsure in the work place</b>				

**Using your scores above, identify what your strengths and weaknesses are at the moment in relation to work skills:**

**My strengths are:**

**My weaknesses are:**

**What areas do you need to improve upon in relation to the world of work?**

**Areas where I need to improve are:**

**1.**

**2.**

**Identify what actions you will next take to improve your skills in relation to the world of work:**

**I will:**

**1.**

**2.**