



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**STATEMENT OF STANDARDS**

**UNIT NUMBER:** 7350064

**UNIT TITLE:** EMPLOYEESHIP: DEMONSTRATING SKILLS FOR THE  
WORKPLACE

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. DEMONSTRATE RELIABILITY IN A RANGE OF SITUATIONS

**PERFORMANCE CRITERIA**

- (a) The importance of reliability in different circumstances is explained fully.
- (b) Reliable performance in a range of tasks is consistently achieved.
- (c) Reliable behaviour in a range of tasks is clearly shown.

**RANGE STATEMENT**

Reliability: attendance; punctuality; dependability.

Range of situations: workplace related; interpersonal.

**EVIDENCE REQUIREMENTS**

PC (a) - Oral and/or written evidence that the candidate has achieved PC(a) for a minimum of two different circumstances.

PC (b) and (c) - Performance evidence that the candidate has achieved all the criteria whilst undertaking two tasks in a minimum of each of two different situations.

**OUTCOME**

**2. DEMONSTRATE ADAPTABILITY IN A RANGE OF SITUATIONS**

**PERFORMANCE CRITERIA**

- (a) The need to adapt behaviour to different circumstances is explained fully.
- (b) A flexible approach in undertaking tasks is evident.
- (c) Use of initiative is demonstrated to meet the needs of different situations.

**RANGE STATEMENT**

Adaptability: working to deadlines; working under pressure; adjusting to changes in procedures.

Different situations: workplace related; interpersonal.

**EVIDENCE REQUIREMENTS**

PC (a) - oral and/or written evidence that the candidate has achieved PC(a) for a minimum of two different circumstances.

PC (b) and (c) - Performance evidence that the candidate has achieved all the criteria whilst undertaking two tasks in a minimum of each of two different situations.

**OUTCOME**

**3. DEAL WITH PEOPLE IN A RANGE OF SITUATIONS**

**PERFORMANCE CRITERIA**

- (a) An explanation of the importance of dealing with others is accurate.
- (b) A willingness to help others is clearly shown.
- (c) Co-operation in working with others is demonstrated consistently.
- (d) Advice and assistance is accepted positively.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

PC (a) - oral and/or written evidence that the candidate has achieved PC(a).

PC (b), (c) and (d) - Performance evidence that shows the candidate has achieved all the criteria whilst undertaking two tasks in a minimum of each of two different situations.

**OUTCOME**

**4. DEMONSTRATE COMMITMENT TO TASKS**

**PERFORMANCE CRITERIA**

- (a) Enthusiasm and motivation in undertaking tasks are clearly shown.
- (b) Tasks are completed efficiently to a standard agreed previously with the supervisor.
- (c) Attention to detail in task completion is demonstrated consistently and clearly.
  
- \* Supervisor denotes tutor, trainer, work-based supervisor, teacher, lecturer, employer.

**RANGE STATEMENT**

Tasks: workplace related; interpersonal.

**EVIDENCE REQUIREMENTS**

Performance evidence for PC (a)-(c) in two tasks.

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**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7350064

**UNIT TITLE:** EMPLOYEESHIP: DEMONSTRATING SKILLS FOR THE  
WORKPLACE

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit is one of a range which provides breadth and balance in programmes of learning. It should be read in conjunction with the Guidelines on Personal and Social Development.

The unit is appropriate at any point during a National Certificate programme, as a self-standing unit, or as a component of an education and training programme. It may be undertaken by individuals or groups.

The unit is designed to develop skills in employees, or prospective employees which employers value - reliability, flexibility, working and dealing with other people, and undertaking tasks to an agreed standard. Candidates will acquire employeeship skills as they experience and undertake tasks in work-related activities and settings as part of education, training or work-based activities. Tasks and activities will be undertaken with limited tutor/trainer support.

**CONTENT/CONTEXT** Corresponding to Outcomes 1-4:

The different contexts for this module will determine appropriate content but the following may provide some general guidance for tutors/trainers.

As the aim of the module is to develop competences which need to be demonstrated largely outside a classroom situation, it is unlikely that this module will be delivered by timetabling a whole group of 40 hours in the conventional way. In addition, it is likely that candidates will be able to draw on a range of evidence through their education and training or work activities.

Type of contexts include - education, training, employment, community, recreational.

Whilst some of the learning activities in the module may be carried out in a whole group eg the induction to the module, most of the tutor's/trainer's activity is likely to consist of support and reviewing activities for candidates on an individual or small group basis.

The activities through which candidates learn and demonstrate competence for employment may include:

activities from other modules/training activities in their programme;

activities within employment or work experience;

activities in which the candidate normally engages in his/her personal time or activities which he/she agrees to undertake to fulfil the outcomes in his/her time.

The first phase of the module, induction and negotiation could be conducted largely on a whole group basis with conventional timetabling arrangements. It could begin with the tutor/trainer and candidates exploring the outcomes and discussing their significance in work and other aspects of life. Videos, role plays, games and simulations may be helpful in providing a clear focus on the qualities and skills which the module seeks to develop. The real-life experience of candidates should also be drawn upon. If appropriate a CV could be attempted at this stage.

This phase should conclude with the negotiation of definite targets associated with the outcomes and performance criteria.

The targets may be achieved through any of the kinds of education and training or work activities outlined above.

Following induction and negotiation of a programme of activities and targets, the role of the tutor is to provide limited support through individual or small group discussions.

The purpose of support activity is to assist the candidate in reviewing his/her own progress towards the attainment of the outcomes and in identifying and overcoming problems in meeting his/her targets. The tutor should seek to create a climate in which the candidate perceives review meetings as having a serious purpose. Adequate preparation by candidates should be encouraged, and some form of recording of issues arising from meetings should be adopted.

**APPROACHES TO GENERATING EVIDENCE** Tutors/trainers should select a variety of approaches to generating evidence which will promote effective learning throughout this unit.

In this unit candidates may choose whether to undertake tasks individually or in groups. If a group approach is preferred, each candidate must maintain individual records of his/her activities.

The role of the tutor/trainer in this unit is to offer limited support to the candidates in undertaking tasks relating to employeeship. As the unit progresses candidates are likely to take increasing responsibility for undertaking tasks.

Corresponding to Outcomes:

- 1-2. Induction to the unit including explanation of its key features and establishing working relationships. An important role of the tutor/trainer is to act as a facilitator to provide the appropriate framework and climate where candidates can take responsibility for undertaking tasks.

Appropriate tutor/trainer support in this unit is limited for candidates who have little experience of undertaking tasks, monitoring progress and gathering information and evidence. A variety of approaches might be appropriate including short talks by candidates with experience of work activities, a study of examples of articles on aspects of employeeship, discussions leading to individuals or the group drawing up notes for guidance.

Candidates should identify tasks with limited tutor/trainer support.

Establishing a base of knowledge for employeeship can be achieved through a variety of methods, eg. visiting speakers, case studies, radio and TV documentaries, visits to workplaces. This phase of the unit should be limited and merely provides the framework for subsequent activities.

3. All learning activities should be designed to develop employeeship skills. Individual or group exercises to enable candidates to identify qualities and skills necessary for successful employeeship may be used. These might include tutor/trainer exposition, case studies, role play. Tutors/trainers should thus attempt to ensure that problems relating to undertaking tasks are anticipated before these are undertaken. Candidates should also be assisted with preparation for learning through practice of employeeship skills involved in the workplace, task management, record keeping, self-evaluation.
4. In a short review session with each individual the tutor/trainer will discuss the activities undertaken throughout the unit and their experience. Tutors/trainers should not prompt performance but should create an atmosphere and framework within which candidates are encouraged to speak openly about their progress towards the defined goals, their strengths and weaknesses in relation to the tasks undertaken and the contribution which the activities have made towards the development of employeeship skills.

**ASSESSMENT PROCEDURES** During the unit the candidate is required to undertake tasks with limited tutor/trainer support during which he or she should assemble a folder of assessment evidence in relation to the outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experience of tasks in relation to the stated performance criteria. The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an on-going basis throughout the unit and should draw on relevant evidence from the candidate's assessment folder.



Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes 1-4:

Personal interview drawing on evidence from log sheet, work record, training log, self-assessment sheet, supervisor's report.

**RECOGNITION** Many SQA National Certificate units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

## REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.
6. For information on resource materials, please contact the Scottish Further Education Unit (0141-950-3169).

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