

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-** 7350075 **-Session-** 1995-96  
**-Superclass-** HC  
**-Title-** EMPLOYEESHIP: DEVELOPING SKILLS FOR THE  
WORKPLACE

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Developing workplace competences and skills for those preparing for work, through education and training, in pre-vocational programmes and Skillseekers programmes. The candidate will develop skills and behaviours related to reliability, task management and interpersonal skills through work-related, education and training programmes with tutor/trainer support.

**OUTCOMES**

1. demonstrate reliability in a range of situations with tutor/trainer support;
2. deal with people with tutor/trainer support;
3. demonstrate commitment to tasks with tutor/trainer support.

**CREDIT VALUE:** 1 NC Credit

**ACCESS STATEMENT:** Access is at the discretion of the centre. There is no preferred entry level for this unit.

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For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order (£5.00)).

**NATIONAL CERTIFICATE MODULE; UNIT SPECIFICATION**

**STATEMENT OF STANDARDS**

**UNIT NUMBER:** 7350075

**UNIT TITLE:** EMPLOYEESHIP: DEVELOPING 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 WITH TUTOR/TRAINER SUPPORT

**PERFORMANCE CRITERIA**

- (a) The importance of reliability in work settings is explained clearly.
- (b) Reliable performance in a range of tasks is consistently achieved.
- (c) Reliable behaviour in a range of tasks is demonstrated consistently.

**RANGE STATEMENT**

Reliability: attendance; punctuality; dependability.

Limited range of situations: a workplace-related situation; an interpersonal situation.

**EVIDENCE REQUIREMENTS**

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

PC (b) and (c) - performance evidence that shows the candidate has demonstrated reliability on undertaking 1 task in each of 2 situations.

**OUTCOME**

**2. DEAL WITH PEOPLE WITH TUTOR/TRAINER SUPPORT**

**PERFORMANCE CRITERIA**

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

**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)-(d) - performance evidence that the candidate has achieved all the criteria whilst undertaking one task in each of two situations.

**OUTCOME**

**3. DEMONSTRATE COMMITMENT TO TASKS WITH TUTOR/TRAINER SUPPORT**

**PERFORMANCE CRITERIA**

- (a) Tasks are completed to a satisfactory standard agreed with the supervisor.
- (b) Attention to detail in task completion is demonstrated consistently.
- \* supervisor denotes tutor, trainer, work-based supervisor, teacher, lecturer, employer.

**RANGE STATEMENT**

Tasks: workplace - related; interpersonal.

**EVIDENCE REQUIREMENTS**

Performance evidence for PC (a) and (b) in 1 task in each of 2 situations.

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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:** 7350075

**UNIT TITLE:** EMPLOYEESHIP: DEVELOPING 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** The 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.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

The unit is designed to develop skills in prospective employees which employers value - reliability, 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 tutor/trainer support.

**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 or her activities.

The role of the tutor/trainer in this unit is to offer support to the candidates in undertaking tasks related to employeeship. As the unit progresses candidates should be encouraged to take more responsibility for undertaking tasks.

Corresponding to outcomes:

- 1-2. Induction to the unit should include 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 will take the form of support 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 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. Information on resource materials is available from the Scottish Further Education Unit (0141-950-3169).

**ASSESSMENT PROCEDURES** During the unit the candidate is required to undertake tasks with 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.

The Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes 1-3:

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

**PROGRESSION** For those who have more experience of working, for adult returners, and for employees who wish to develop additional skills module 7350064 Employeeeeship: Demonstrating Skills for the Workplace sets more demanding targets.

**RECOGNITION** Many SQA NC 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.

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