



National Unit Specification: general information

UNIT Self and Work: Investigating the Workplace (Access 2)

CODE F37K 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace.

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will investigate a range of job roles in different occupational sectors, the features of these job roles and the skills and preferences relevant to a range of occupational sectors. They will conduct an investigation into a local workplace, identifying different job roles, the skills required for these and the importance of each job role. Candidates will also learn about general employment skills by investigating the responsibilities of employees and employers.

OUTCOMES

- 1 Investigate a range of job roles in different occupational sectors.
- 2 Investigate a local workplace.
- 3 Investigate the general responsibilities of employees and employers in a local workplace.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HC

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CREDIT VALUE

1 credit at Access 2 (6 SCQF credit point at SCQF level 2*).

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

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

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

Investigate a range of job roles in different occupational sectors.

Performance Criteria

- (a) Identify different occupational sectors.
- (b) Identify job roles within these occupational sectors.
- (c) Describe features of these job roles.
- (d) Identify the skills and preferences needed to be successful in a specific job role.

OUTCOME 2

Investigate a local workplace.

Performance Criteria

- (a) Identify some of the job roles within a specific local workplace.
- (b) Identify some of the skills and preferences which are relevant in these job roles.
- (c) Identify the benefits of these job roles to this workplace.
- (d) Identify some of the health and safety issues in this workplace.

OUTCOME 3

Investigate the general responsibilities of employees and employers in a local workplace.

Performance Criteria

- (a) Select a specific local workplace.
- (b) Identify the general responsibilities of employees in that workplace.
- (c) Identify the general responsibilities of employers in that workplace.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or to get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks. Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all Outcomes. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Evidence will be gathered at appropriate points throughout the Unit. The specific evidence needed for each Outcome is detailed below.

For Outcome 1, the evidence must cover:

- ◆ **three** different occupational sectors
- ◆ **three** job roles, **one** in each of the occupational sectors
- ◆ **one** feature of each job role
- ◆ for **two** of these job roles, **one** skill and **one** preference needed for that role

When candidates are completing their investigation of a local workplace in Outcome 2, evidence is required to show they have identified:

- ◆ **three** different job roles within the workplace
- ◆ **one** skill required to fulfil each of the **three** job roles
- ◆ **one** way in which **each** job role contributes to the organisation overall
- ◆ **two** health and safety issues in the workplace

For Outcome 3 the evidence must cover:

- ◆ **one** local workplace
- ◆ **three** general responsibilities of employees in that local workplace
- ◆ **three** general responsibilities of employers in that local workplace

Candidates could be given a suitable template which will allow them to generate the evidence required.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit which also includes an appropriate template. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

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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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace. This Unit is one of the *Self and Work* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will investigate a range of occupational areas, job roles within these areas, features of these job roles and the skills and preferences relevant to these. They will conduct an investigation into a local workplace, identifying different job roles, the skills required for these and the importance of each job role. Candidates will also learn about general workplace routines and conventions by investigating the responsibilities of employees and employers.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Where possible in Outcome 1, it would be appropriate for candidates to work in a group so that they can identify as many different occupational sectors, job roles, features of job roles and relevant skills and preferences as possible. This should help to increase the candidates' understanding of as wide a range of these as possible. Candidates working in a group, in pairs, or individually could investigate occupational sectors and job roles using, for example, the Internet or if available, the centre's careers service.

The table below gives some examples of different jobs in different occupational sectors and some examples of the features, skills and preferences which could be described.

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Job Role	Occupational Sectors	Features of the Job Role	Skills/Preferences
Shop Assistant	Retail	Part/Full-time Selling Stacking shelves Large/small shop	Like clothes/fashion (for clothes shop) Need to like working with people Be good at counting money
Nurse	Public Service	Shift work Indoor work Health care	Enjoy helping people Need to measure medication Need to like working with people Have a caring attitude
Builder	Construction	Physical work Outdoor work	Be fit and strong Enjoy creating things Be good at working with measurements

For Outcome 2 it is recommended that, where possible, the investigation will be based on a visit to the workplace. However, where this is not appropriate, the investigation could be based on a representative from a local workplace visiting the centre to give a talk; on information from brochures or the Internet or the candidate could contact the workplace by telephone or email in order to gather this information. Teachers/lecturers should identify the means of gathering this information which is appropriate to the individual candidate's needs.

It is anticipated that the workplace to be investigated will be a local workplace known to the candidate, although this should be selected with direction from the teacher/lecturer. The investigations in Outcome 1 and 2 do contain a degree of overlap, however, the teacher/lecturer should ensure that the specific workplace to be investigated is not one of those already covered in Outcome 1 in order that candidates can identify as broad a range of job roles as possible. The teacher/lecturer may have contacted one or more local companies which have shown a willingness to co-operate in such a project. If appropriate, candidates should be encouraged to contribute to deciding which company to investigate where more than one company has agreed to take part.

For Outcome 3, candidates should be able to identify the general responsibilities of employees and employers. Although they will do this in the context of a specific local workplace, teachers/lecturers should emphasise that these responsibilities can be applied to many workplaces. Appropriate general responsibilities could include:

For employees:

- ◆ good timekeeping
- ◆ good attendance
- ◆ appropriate appearance
- ◆ following instructions
- ◆ taking lunch break/breaks
- ◆ awareness of health and safety issues

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For employers:

- ◆ providing equipment and resources
- ◆ guidance on health and safety
- ◆ provision/facilities for breaks
- ◆ providing training

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will investigate different job roles, local workplaces and the responsibilities of the employee and employer. This Unit should provide opportunities for the development of the Core Skill in *Communication*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Candidates could generate evidence of their investigation into occupational sectors through an activity that matches particular job roles with their occupational sectors, features and relevant skills and preferences. Lists of alternatives could be given in written, oral or pictorial form and candidates could be asked to select from these alternatives. Such a list should be tailored to suit each candidate's preferred mode of communication. A similar approach could be used for Outcome 3 in order to match what would be the responsibilities of the employee and the responsibilities of the employer.

Evidence could be gathered for Outcome 2 by asking candidates to fill in the spaces to complete short sentences or phrases relating to the workplace they are investigating. This could be done with the aid of a template which could be in written or electronic form. Alternatively the evidence could be generated orally by recording an interview or discussion with the candidate asking structured questions. This could be a video or audio recording or noted by the assessor.

Similarly, this template approach could be used for Outcome 3, with candidates completing short sentences or phrases with answers relating to responsibilities in the workplace they have chosen.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).