



National Unit Specification

General information

Unit title: Practical Skills for Employment (SCQF level 5)

Unit code: HX50 45

Superclass: HB

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Source: Scottish Qualifications Authority

Version: 03

Unit purpose

This unit is aimed at learners involved in an organised preparation for employment programme within an employment setting.

In this practical unit, learners will be involved in developing practical skills for employment, including: investigating employee and employer roles and responsibilities in the workplace, managing self during work placement, carrying out personal finance calculations involving employee pay and expenses, investigating the organisation you are working for and demonstrating effective completion of own role and the ability to work with others.

The unit can be undertaken on its own but would be best completed alongside *Developing Essential Skills* (SCQF level 5), as part of the *Preparation for Employment Award* (SCQF level 5).

Outcomes

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

- 1 Investigate employee and employer roles and responsibilities in the workplace.
- 2 Manage self during work placement.
- 3 Carry out personal finance calculations involving employee pay and expenses.
- 4 Investigate the organisation you are working for.
- 5 Demonstrate the effective completion of own role and the ability to work with others.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit Specification: General information (cont)

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Recommended entry to the unit

Entry requirements are at the discretion of the presenting centre.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill components	Critical Thinking at SCQF level 4 Working Co-operatively with Others at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

This unit can be delivered as part of the *Preparation for Employment Award* (SCQF level 5), or it can be completed on a free-standing basis.

It is assumed that centres will utilise the SQA SOLAR e-assessment that has been designed specifically for this unit.

There is an Assessment Support Pack (ASP) for this unit, which provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/>)

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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 employee and employer roles and responsibilities in the workplace by:

Performance criteria

- (a) Describing the roles and responsibilities of an employee.
- (b) Describing the roles and responsibilities of an employer.
- (c) Explaining the role of employee representatives within the workplace.

Outcome 2

Manage self during work placement by:

Performance criteria

- (a) Comparing different travel arrangements in terms of cost and journey times for journeys involving more than one stage.
- (b) Explaining the rules and limits on using mobile phones and social media in the workplace.
- (c) Managing own diary commitments and follow given procedures for booking meetings and appointments.
- (d) Describing a method of managing a difficult situation involving inter-personal relationships in the workplace.

Outcome 3

Carry out personal finance calculations involving employee pay and expenses by:

Performance criteria

- (a) Calculating the value of deductions for tax, National Insurance and pension for employees on different salary points.
- (b) Calculating a simple personal budget for travel, lunch and clothing.

National Unit Specification: Statement of standards (cont)

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Outcome 4

Investigate the organisation you are working for by:

Performance criteria

- (a) Investigating the advantages and disadvantages of working for a large organisation and a small organisation.
- (b) Investigating the sector in which the organisation you are working for operates.
- (c) Investigating the main products or services offered by the organisation and who their customers are.
- (d) Identifying the role of your team or department within the organisation and the role of other teams and departments.

Outcome 5

Demonstrate the effective completion of own role and the ability to work with others by:

Performance criteria

- (a) Completing individual tasks as instructed by your line manager.
- (b) Contributing to the completion of tasks involving more than one person.

Evidence requirements for this unit

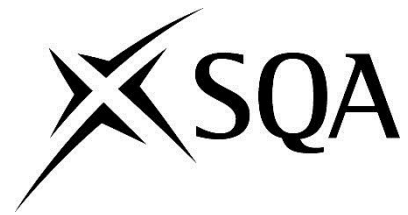
Evidence is required to demonstrate that learners have achieved all the outcomes and performance criteria. Evidence collected for this unit can be written and/or oral.

For Outcomes 1 to 4, the evidence could be generated through short classroom based activities which are either based on learners' reflections of and their experiences in the workplace or which are completed in a workplace context. For Outcome 5, the evidence must come from direct observation or witness testimony, observing the learner completing tasks during their work placement.

National Unit Specification: Statement of standards (cont)

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Outcome	Evidence must be collected to show that each learner can:
1	<ul style="list-style-type: none"> ◆ List and describe three of the main responsibilities of an employee and three of the main responsibilities of the employer, using their contract of employment and/or company handbook/company regulations as reference. ◆ Provide a short explanation of the role of a trade union, a designated employee representative or an HR representative, within the company they work for.
2	<ul style="list-style-type: none"> ◆ Compare different options for multi stage journeys of more than 50 miles involving public transport and identify appropriate method/route, journey time, schedule, and cost. A multi-stage journey could be, for example: a bus and then a short walk, or a train and then a taxi. ◆ Explain the rules organisations may have in relation to the use of mobile phones during work hours and good practice in relation to social media posts that refer to the workplace or to work colleagues. ◆ Record at least three appointments in an electronic/paper diary for one month ahead or more. ◆ Give a short description of an appropriate approach to dealing with an interpersonal relationship problem in the workplace (this could be hypothetical or based on real a workplace experience).
3	<ul style="list-style-type: none"> ◆ Complete payslip calculations involving income tax, National Insurance and Pension Contributions, for at least two employees with different rates of pay. ◆ Produce a simple personal budget for costs involved in travel, lunch and clothing, covering at least a four week period.
4	<ul style="list-style-type: none"> ◆ List at least two advantages and two disadvantages of working in a larger organisation and at least two advantages and two disadvantages of working in a smaller organisation. ◆ Provide a short description of the organisation they are working for, including: the industrial sector the organisation operates in, its main products/services, and its main customers. ◆ Provide a short description of the role of their team or department within the organisation. The learner should also describe the role of at least two other teams or departments within the organisation.
5	<ul style="list-style-type: none"> ◆ Demonstrate the effective contribution and completion of at least three tasks set by their line manager in the workplace. ◆ Demonstrate teamwork and their contribution to the completion of at least one workplace task.



National Unit Support Notes

Unit title: Practical Skills for Employment (SCQF level 5)

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

Outcome 1

- ◆ Investigating examples of Employment contract terms and conditions.
- ◆ Considering the legal responsibilities of an employer, including legislation that protects employees, such as: working time directive; Health and Safety Executive; minimum wage legislation.
- ◆ The role of HR Departments, individuals or groups set up to protect the rights of employees, and the role of trade unions in some organisations.

Outcome 2

- ◆ Investigating routes, timetables and different forms of transport for specified journeys an employer might require an employee to complete as part of their work (eg visiting a different site, attending a meeting off-site, delivering or collecting something). Learners should focus on methods of public transport so that they must use timetables and schedule journeys appropriately. Journeys should be more than 50 miles and preferably should have more than one stage.
- ◆ Maintaining a diary of events, meetings and appointments, up to six months ahead. This could be using a paper diary or an electronic calendar, or both.
- ◆ The learner should investigate the rules the organisation may have in relation to the use of mobile phones and social media. They could do this by asking their line manager/supervisor or their HR contact and by referring to employee handbooks or other documents that outline regulations for employees.
- ◆ Learners need to consider the way in which they have dealt with or might deal with disagreements or conflict situations in the workplace. This could be with work colleagues or customers making complaints. Learners could share experiences through group discussion and/or role-play activities in the classroom.

Outcome 3

- ◆ Using simulated payslips for different employees at different pay levels, calculate the effect of tax rates and different pension schemes (contributory and non-contributory).
- ◆ Develop a simple personal budget covering the costs they are likely to incur during a period of their work placement.

National Unit Support Notes (cont)

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Outcome 4

- ◆ Learners should be made aware that roles in larger organisations are often clearly defined, while working for a smaller organisation can mean that employees must be more flexible and willing to take on a wider range of tasks. This could come out of group discussion between learners working for different sizes of organisation.
- ◆ Learners should find out about the main competitors in the given industry both locally and internationally. They could consider which organisations have the largest market share, which are the most profitable, which are the oldest or most established, and which are the fastest growing or declining.
- ◆ Learners should have an appreciation of the different types of product or service offered by the organisation, which markets they operate in and who and where their customers come from.
- ◆ Learners can consult high level organisational structures, maps and diagrams (organograms). Learners should be able to identify their own team or department alongside others within the wider structure, they should also be able to describe the role and function of each department. In very small organisations this can be changed to the roles and functions of individual people.

Outcome 5

- ◆ The learner will be observed in the workplace, performing the duties assigned to them and the main three or four duties should be witnessed by their line manager. A witness statement (checklist) can then be completed and signed by the learner's line manager as part of their portfolio of evidence.
- ◆ The learner should be observed undertaking tasks in support of others or working as part of a team or dealing with a customer enquiry. Again, this should be witnessed, and signed by the learner's line manager.

Guidance on approaches to delivery of this unit

The delivery of this unit could involve the learner:

- ◆ Reflecting on knowledge and skills they have used in the workplace, such as their responsibilities as an employee and the responsibilities of their employer, how they would deal with an inter personal issue in the workplace, the roles and functions of different departments.
- ◆ Completing classroom based activities to develop some basic knowledge of payslips, tax and personal budgeting.
- ◆ Carrying out some specific research relating to their place of work, including the rules concerning mobile phone usage, the responsibilities of employer and employees, the different products and competitors of the organisation.
- ◆ Carrying out general research relating to the advantages of working for large organisations compared to a small organisation.
- ◆ Completing tasks set by their line manager in the workplace.

National Unit Support Notes (cont)

Unit title: Practical Skills for Employment (SCQF level 5)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

There is no specific order in which the outcomes within this unit must be completed. The outcomes can be offered in any sequence, although certain standards within the outcomes may be achieved more easily by learners once they have gained sufficient workplace experience. For example, it may be easier for learners to find out about the organisations competitors and which organisations are bigger and/or more successful, once the learner has spent some time on their work placement.

It is intended that this should be a practical unit and a lot of the evidence can be generated by the learner reflecting on their experience in the workplace and through the learner demonstrating the completion of tasks in the workplace (for the final outcome). In addition, the learner will be expected to demonstrate some elements of knowledge they have gained by responding to short answer questions and completing simple calculations, as required.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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 that 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.

Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving and Working Co-operatively with Others component of Working with Others embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4 and Working Co-operatively with Others at SCQF level 4.

History of changes to unit

Version	Description of change	Date
03	Change to wording "Pre-Apprenticeship" changed to "Preparation for Employment"	06/06/18
02	Core Skills Components Critical Thinking and Working Co-operatively at SCQF level 4 embedded.	31/05/18

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General information for learners

Unit title: Practical Skills for Employment (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 *Practical Skills for Employment* unit at SCQF level 5 is designed to recognise the valuable learning and development that takes place both in preparation for entering the workforce and during a work experience placement. Some of the learning will involve classroom based activities, some will require research into new topics or reflection on your experiences in your work placement, and some will relate to the tasks you perform during your work placement.

The topics you can expect to cover in this unit will include:

- ◆ The roles and responsibilities you have as an employee and those of your employer.
- ◆ Comparisons of time and cost of different forms of transport and planning journeys.
- ◆ Maintaining a diary and making appointments.
- ◆ Calculations involving payslips, tax and pensions.
- ◆ The role of the organisation you work for, their products/services and their customers.
- ◆ The completion of tasks in a workplace situation.

This unit can be done on its own but will often be completed along with the Developing Essential Skills unit at SCQF level 5, to contribute towards the Preparation for Employment Award at SCQF level 5.

This Unit has the Critical Thinking components of Problem Solving and Working Co-operatively with Others component of Working with Others embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 4 and Working Co-operatively with Others at SCQF level 4.