National Unit Specification: general information

UNIT   Self and Work: Completing a Work Placement (Access 2)

CODE   F37L 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 identify their own skills and interests to select a suitable work placement and then investigate the work placement in order to obtain important details prior to starting the placement. Candidates then complete the work placement before reviewing the experience.

OUTCOMES

1   Match own skills and interests to a specific work placement.
2   Plan for a specific work placement.
3   Complete the work placement.
4   Review own contribution to the work placement.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

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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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Problem Solving at SCQF level 2

Core Skill component(s)   None

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

Match own skills and interests to a specific work placement.

Performance Criteria

(a) Identify work related skills and interests which are appropriate to a range of work placements.
(b) Identify own work related skills and interests.
(c) Identify a specific work placement which is appropriate to own skills and interests.

OUTCOME 2

Plan for a specific work placement.

Performance Criteria

(a) Identify basic information about the work placement.
(b) Identify personal arrangements and resources for starting the work placement.
(c) Identify and agree the tasks to be performed during the work placement.

OUTCOME 3

Complete the work placement.

Performance Criteria

(a) Complete agreed tasks.
(b) Ask for information from a colleague and provide information to a colleague.
(c) Follow all health and safety guidelines as instructed within the workplace.

OUTCOME 4

Review own contribution to the work placement.

Performance Criteria

(a) Identify strengths and areas for improvement in own contribution to the work placement.
(b) Identify one learning point for future work placements.

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 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 for Outcomes 1, 2 and 4, while performance evidence will be required for Outcome 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording. An observation checklist or supervisor report will support evidence for Outcome 3.

Evidence will be gathered at appropriate points throughout the Unit.

The specific evidence needed for each Outcome is detailed below.

Outcome 1: the evidence must cover:

♦ **one** work related skill and **one** interest which is appropriate for at least **two** different work placements
♦ **one** work related skill and **one** work related interest of the candidate
♦ **one** work placement appropriate to the candidate's own skills and interests

Outcome 2: the evidence must cover:

♦ **three** pieces of basic information about the work placement
♦ **two** personal arrangements and two resources for starting the work placement
♦ **three t**asks to be performed during the work placement

Outcome 3: the evidence must cover:

♦ **two** tasks that have been agreed with the workplace supervisor and completed
♦ asking for information from a colleague on **one** occasion and providing information to a colleague on **one** occasion
♦ following **all** health and safety guidelines as instructed

Outcome 4: the evidence must cover:

♦ **one** strength and **one** area for improvement
♦ **one** learning point

National Unit Specification: statement of standards (cont)

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The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. 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 identify their own skills and interests to select a suitable work placement and then investigate the work placement in order to obtain important details prior to starting the placement. Candidates then complete the work placement before reviewing the experience.

This Unit is not about the factual knowledge or specific work skills candidates may develop through their work placement but should focus on the development of general work related skills, identifying the candidate's own skills and interests, work routines and conventions and working with other people.

Centres will need to have a range of relevant and appropriate work placements available in order to deliver this Unit. Although setting this up could initially be time consuming, less time would be required to maintain this network once it is established.

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.

For Outcome 1, where possible it would be appropriate for candidates to work in a group so that they can discuss their different skills and interests and which work placements may be suited to these. This should increase candidate's awareness of a wide range of skills and interests and a greater understanding of the types of work placements that are available. Initially candidates could be asked to consider which job roles are appropriate for different sets of skills and interests prior to identifying their own skills and interests and matching these to the available work placements.

National Unit Specification: support notes (cont)

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In practical terms it may not always be possible to set up a work placement for particular skills or interests, however, this Outcome should still allow candidates to identify the type of work placement which would be appropriate to their skills and preferences.

For Outcome 2, the work placement may be in a new environment for candidates; if this is the case it will be important that they are familiar with the arrangements for their placement. This information could be identified from a pre-placement visit to the workplace, a visit from the workplace supervisor, a phone call or a letter or a combination of these. Although, for assessment purposes, candidates only require to identify three pieces of information, it may be beneficial for candidates to obtain as much information as possible about the workplace prior to commencing the placement.

Important information about the work placement could include, for example:

♦   Where is the placement located?
♦   Who is the workplace supervisor?
♦   What are the working hours?
♦   What are the lunch arrangements?
♦   What are the dress requirements?

Personal arrangements and resources the candidate should consider for starting the placement could include, for example:

♦   What will I wear?
♦   How will I get to the work placement on time?
♦   What should I take with me?
♦   Who should I report to when I arrive?
♦   Do I need money for lunch?

For Outcome 3, throughout the work placement candidates could record their experiences by keeping some form of log. The log could include: the tasks they completed, the general work skills they used, how they worked with others and any health and safety issues. Alternatively a report completed by the employer could be used. For PC (b) The information that is requested from a colleague and that provided to a colleague will be dependent on the type of work placement, for example, the candidate could ask a colleague:

'Where is the brush to sweep the floor with?'
'Where is the canteen?'

The candidate could give the following information to a colleague:

'I have finished all my tasks.'
'There is water on the floor at the entrance to the building.'

Candidates must follow all health and safety guidelines at all times. Centres should emphasise that candidates must follow all instructions given while on their work placements.

National Unit Specification: support notes (cont)

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For Outcome 4, candidates are required to identify strengths and areas for improvement. Candidates could be encouraged to think about for example, how well they worked with colleagues, the speed at which they completed tasks, their ability to follow instructions or their attendance.

Learning points might include, for example, the importance of good timekeeping at work, the importance of team work in completing tasks, the need to follow all instructions at work, the need for accuracy when completing work tasks.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will match their own skills against those required in different work placements, they will also plan, complete and review a work placement. This Unit covers the Core Skill in *Problem Solving* and should provide opportunities for candidates to develop aspects of the Core Skills in *Communication* and *Working with Others*.

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 through an activity in matching particular jobs or work placement opportunities with the skills and interests which are relevant to these. 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.

Once the candidates have obtained information about their work placement, evidence could be gathered by asking candidates to complete short sentences or phrases relating to the placement they will be attending. 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.

Evidence of candidates' performance in the work placement will be in the form of a checklist or supervisor report. This evidence could be supported with, for example, photographs or video or audio recordings.

Evidence could be generated for Outcome 4 from an audio or video recording or an assessor checklist of an interview or discussion with the candidate using structured questioning or a template review could be completed. This could be completed by the candidate in written form with the help of a scribe or a computer if appropriate.

National Unit Specification: support notes (cont)

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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**).