



National Unit specification

General information

Unit title: Work Placement (SCQF level 6)

Unit code: HF88 46

Superclass: HC

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Unit purpose

The *Work Placement* Unit at SCQF level 6 is designed to recognise the valuable learning and development which takes place as a result of planning and carrying out a suitable work placement. Learners will have an opportunity to think about their abilities and career aspirations in preparation for their work placement. During the placement they will negotiate tasks, work with others and carry out a vocational learning project. Learners will evaluate their progress on completion of the placement.

This Unit may provide progression for learners who have completed a *Work Placement* at SCQF level 5. It may also provide progression for learners who have completed the *Personal Development: Self and Work Unit* at SCQF levels 5 or 6.

Learners who complete this Unit may wish to progress on to the *Work Experience* Unit at SCQF level 7. This Unit may also be useful for learners wishing to progress to further education, training or employment.

Outcomes

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

- 1 Prepare for a work placement to carry out a vocational learning project.
- 2 Complete the work placement.
- 3 Complete the vocational learning project.
- 4 Evaluate the learning and development that has taken place on completion of the placement and project.

National Unit specification: General information (cont)

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Credit points and level

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

Recommended entry to the Unit

Entry is at the discretion of the centre.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills	<i>Working with Others</i> (SCQF level 6)
	<i>Problem Solving</i> (SCQF level 6)

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit 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/sqa/46233.2769.html>).

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

Unit title: Work Placement

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

Prepare for a work placement to carry out a vocational learning project.

Performance Criteria

- (a) Evaluate own career aspirations and abilities in preparation for a work placement
- (b) Make arrangements for a suitable work placement based on the evaluation.
- (c) Identify an aim for a vocational learning project based on the evaluation.
- (d) Negotiate the project with the work placement provider.
- (e) Produce a detailed plan for the project.

Outcome 2

Complete the work placement.

Performance Criteria

- (a) Agree and carry out specific duties during the work placement appropriately.
- (b) Gather information about and adhere to health and safety requirements.
- (c) Develop co-operative working relationships.
- (d) Review progress in relation to specific duties regularly.

Outcome 3

Complete the vocational learning project.

Performance Criteria

- (a) Negotiate and agree specific tasks which enable progress in relation to the project plan.
- (b) Carry out the plan for the project making adjustments if necessary.
- (c) Analyse the output of the project to reach a conclusion about its success.

Outcome 4

Evaluate the learning and development that has taken place on completion of the placement and project.

Performance Criteria

- (a) Analyse what has been learned as a result of completing the placement and project.
- (b) Review initial career aspirations and abilities based on what has been learned.
- (c) Explain in detail any areas for further development based on this review and learning.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

The learner will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the learner will take responsibility for his/her own progress throughout the Unit, although, tutors may provide explanation and interpretation if asked to do so by the learner.

The evidence will be generated by the learner at appropriate points throughout the Unit. The evidence will consist of:

- ◆ written and/or recorded oral evidence generated by the learner for all Outcomes 1, 2, 3 and 4.
- ◆ assessor observation checklist to support performance evidence for Outcome 2.

The specific evidence required to demonstrate the achievement of each Outcome is listed below.

Outcome 1

Learner evidence covering:

- ◆ an evaluation of career aspirations and abilities preparation for a suitable work placement. A suitable work placement is one which links to the learner's career aspirations and abilities.
- ◆ essential information such as contact details, hours of work, location, dress code, information about specific role is gathered to enable the learner to put in place the arrangements for the work placement.
- ◆ a suitable aim is identified for the vocational learning project. A suitable aim is one which clearly links to the learner's career aspirations and abilities.
- ◆ a record that negotiation has taken place with the workplace provider in relation to the vocational project. This could be an email exchange or notes from a phone call or meeting.
- ◆ a project plan which includes detailed timescales, resources and suggested tasks.
- ◆ confirmation by the tutor that the planned work placement has been completed.

Outcome 2

An observation checklist confirming that the learner has:

- ◆ agreed and carried out specified duties.
- ◆ adhered to health and safety requirements.
- ◆ developed co-operative working relationships.

A learner record of specific duties carried out and any health and safety requirements.

National Unit specification: Statement of standards (cont)

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A review of own progress in relation to specific duties. This should cover interpersonal skills, time and task management, resources used and feedback from others. Evidence for the review should be generated on a minimum of two occasions during the work placement.

Outcome 3:

A record of the project tasks confirmed as having been agreed by workplace provider. This confirmation could be evidenced by, for example, a minute of a meeting, record of discussion or an email.

Confirmation that the plan has been carried out, including a record of any necessary adjustments if necessary.

An analysis that accurately reflects the output of the project and which includes a conclusion.

Outcome 4:

A learner evaluation covering:

- ◆ an analysis of what has been learned as a result of the placement and project.
- ◆ a review of initial career aspirations and abilities, based on what has been learned.
- ◆ an explanation of areas for further development based on the review and learning.



National Unit Support Notes

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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

The general interpretation of work experience has been a week-long placement undertaken in S4 in partnership with an employer. It is now widely accepted that this singular opportunity is not the only way of providing a meaningful experience of work.

The Work Experience Unit at SCQF level 6 is aimed at the learner who can work independently and on their own initiative as a self-directed learner minimal supervision. Learners will plan and make arrangements for their work placement and carry out a vocational project. The vocational project should relate to the learner's career aspirations and/or abilities. It is expected that the learner will develop task management and interpersonal skills throughout the duration of the work placement.

Outcome 1 focuses on the organisation of the work placement and the vocational learning project. Learners need to critically evaluate their own career aspirations and abilities in preparation for the work placement. The vocational learning project provides an opportunity for learners to negotiate relevant topic/activities with the placement provider.

Outcome 2 requires the learner to agree the specific duties that will be carried out with the placement provider. When carrying out the work placement working with others is a key aspect when developing co-operative working relationships including the ability to self-reflect on the progress being made throughout the work placement.

Outcome 3 — having negotiated the vocational learning project with the work placement provider this is an opportunity for the learner to discuss the project plan and to agree the specific duties that will be carried out. The project plan will be implemented but the learner must be aware of the need to record any adjustments that may need to be made. The analysis of the output of the project must include the impact that any adjustments may have had.

Outcome 4 provides the opportunity for the learner to evaluate what has been learned throughout the work placement and as a result of the project. This must include a review of the individual career aspirations and abilities and how these have been influenced by what has been learned during the work placement. The learner must provide a detailed explanation of potential areas for further development with reference to the initial career aspirations and abilities described in Outcome 1 and taking into account what has been learned.

National Unit Support Notes

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Guidance on approaches to delivery of this Unit

The Work Placement Unit at SCQF level 6 is designed to provide learners with the opportunity to experience a work placement with a work placement provider. It is important that the work placement is aimed at the development of individual career aspirations and abilities, where the learner appreciates the relevance to the vocational area that the work placement will take place.

The arrangements for the work placement are flexible and can be tailored to suit the needs of the learner, the work placement provider and the context of the work placement itself. For example: a half day; single day; timetabled opportunities; an introductory week long work placement with additional opportunities built in and/or a placement taken out with the school/college day. It is expected that those following a specific vocational pathway should have a work placement directly linked to their career aspirations. **The length of the work placement is not specified, however, it must be sufficient to allow the learner to have a meaningful experience and generate the evidence required for the Unit.**

A wide range of potential work placements may be suitable, depending on the needs of the individual learner; however, the placement must allow the learner the opportunity to make progress towards the aim of their vocational project. The learner is expected to demonstrate a high degree of autonomy in the planning, implementation and evaluation of work placement activities which will involve detailed self- reflection and effective use of time management and resources. The learner should negotiate tasks which will enable progress towards the aim of their project, with the work placement provider. Whilst the learner is expected to work independently with minimal supervision, it is important to recognise that the assessor has a key role to play in providing supervision and mentoring support where appropriate.

Guidance on approaches to assessment of this Unit

Throughout the planning, implementation, review and evaluation stages the tutor should be available to provide support and encouragement when needed. The tutor is responsible for providing support as and when required in consultation with the learner and the work placement provider.

The learner will produce assessment evidence which should contain the following:

- ◆ A completed self-evaluation review of individual career aspirations and abilities
- ◆ Work placement details — name of organisation; contact address and phone number; agreed hours and location; duties to be carried out; appropriate dress code; any health and safety requirements and any arrangements for sick absence.
- ◆ Evidence of the negotiation of the vocational learning project, eg minute of meeting; record of discussion; email confirmation with the work placement provider.
- ◆ A clearly stated aim that relates to the learners' own career aspirations and abilities.
- ◆ A project plan which includes; detailed timescales, resources and suggested tasks.
- ◆ Evidence that the plan has been carried out, including any necessary adjustments.

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- ◆ An observation checklist (completed by the assessor and/or work placement provider) which confirms the agreed duties which have been carried out, adherence to health and safety requirements and how the learner has initiated and developed co-operative working relationships throughout the work placement.
- ◆ A learner record of: specific duties carried out; any health and safety requirements and a reflective account of progress throughout the work placement. This should include; a review of own progress in relation to specific duties, interpersonal skills, time and task management, resources used and feedback from others. This should be undertaken on a minimum of two occasions throughout the work placement.
- ◆ An analysis of the output of the vocational project and a conclusion based on this analysis.
- ◆ A learner evaluation which provides an analysis of what has been learned as a result of the work placement and project; a review of the initial career aspirations and abilities, based on what has been learned; an explanation of areas for further development based on what has been learned and the review of career aspirations and abilities.

Evidence is likely to be generated throughout the Unit and this is a very flexible process. It may be helpful for the learner to have an evidence checklist which corresponds with the Unit evidence.

As learners progress through the Unit, they may wish to create a paper based or electronic folio. Learners may also wish to keep a diary during the work placement in order to have a record of their activities and reflect on their progress. The description of career aspirations and abilities used by learners in their self-evaluation may provide an excellent source of material for those who want to create or update a CV.

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 which 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.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Work Placement (SCQF level 6)

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 Work Placement Unit at SCQF level 6 is designed to recognise the valuable learning and development which takes place as a result of planning and carrying out a suitable work placement. You will have an opportunity to evaluate your abilities and career aspirations and use this evaluation to organise a work placement which takes account of your aspirations and abilities. During the placement you will agree your specific duties with your employer/supervisor. While carrying out your duties you will have the opportunity to build cooperative working relationships with your colleagues. The work placement is a valuable learning experience which you will make the most of by carrying out a vocational learning project. Once you have completed your work placement you will be able to evaluate your progress and what you have learned. You can use this evaluation to think again about your career aspirations and explain any areas for further development.

Throughout this Unit you will have the opportunity to build on the following skills:

- ◆ Planning
- ◆ Carrying out a plan
- ◆ Monitoring progress
- ◆ Negotiating tasks
- ◆ *Working with Others*
- ◆ Analysing
- ◆ Reviewing
- ◆ Evaluating
- ◆ Identifying next steps

Prior to going on your work placement, during the placement and after the placement you will be required to produce evidence for each of the Outcomes and Performance Criteria of the Unit. This evidence will be assessed by your tutor.