



National Unit specification

General information

Unit title: Work Placement (SCQF level 3)

Unit code: HF88 43

Superclass: HC

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Unit purpose

The *Work Placement* Unit at SCQF level 3 is designed to recognise the valuable learning and development which takes place as a result of participating in a suitable work placement. Learners will have an opportunity to think about their abilities and career aspirations and identify a learning goal in preparation of their placement. During the placement they will have the opportunity to demonstrate their ability to work with others and carry out allocated tasks. Learners will review their progress on completion of the placement.

This Unit may provide progression for learners who have completed the *Personal Development: Self and Work* Unit at SCQF level 3 or the *Employability Award* at SCQF level 3.

Learners who complete this Unit may wish to progress on to the *Work Placement* Unit at SCQF level 4. The 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 and complete a work placement.
- 2 Demonstrate appropriate behaviours and attitudes during a work placement.
- 3 Review progress and learning gained in the workplace.

Credit points and level

1 National Unit credit at SCQF level 3: (6 SCQF credit points at SCQF level 3)

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

Prepare for and complete a work placement.

Performance Criteria

- (a) Participate in a review of own career aspirations and abilities prior to the work placement
- (b) Identify a learning goal for the work placement
- (c) Produce a simple plan for going on a work placement
- (d) Carry out the plan

Outcome 2

Demonstrate appropriate behaviours and attitudes during the work placement.

Performance Criteria

- (a) Follow instructions and complete allocated tasks.
- (b) Adhere to health and safety requirements.
- (c) Seek advice when appropriate.
- (d) Work co-operatively with others.

Outcome 3

Review progress and learning gained in the workplace.

Performance Criteria

- (a) Gather feedback on progress made.
- (b) Identify progress towards achieving the learning goal.
- (c) Identify any areas for further development.
- (d) Review what has been learned as a result of participation in the placement.
- (e) Review career aspirations in light of what has been learned.

Evidence Requirements for this Unit

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

The learner will work with directive support whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the tutor will give explicit instructions to the learner to enable progress.

National Unit specification: Statement of standards (cont)

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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 Outcomes 1 and 3.
- ◆ an 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

A learner record which includes:

- ◆ A review of career aspirations and abilities prior to going on the work placement.
- ◆ One identified learning goal, agreed as appropriate with the tutor.
- ◆ A simple plan which should include gathering essential information about the work placement and tasks which will enable progress towards the learning goal. Essential information should include: the name of organisation; contact details, location; hours of work; duties to be carried out; dress code.
- ◆ Confirmation by the tutor that the planned work placement and the identified tasks have been completed.

Outcome 2

An observation checklist confirming that the learner has:

- ◆ Followed instructions and complete allocated tasks. These are tasks which are allocated to the learner during the work placement.
- ◆ Adhered to health and safety requirements.
- ◆ Sought advice as needed.
- ◆ Worked co-operatively with others.

It is acceptable for the checklist to be completed by the workplace supervisor.

Outcome 3

A learner review which includes:

- ◆ Feedback from the tutor/supervisor on progress made in the work placement.
- ◆ Progress made towards the learning goal.
- ◆ Any areas for further development if this is appropriate for the particular learner.
- ◆ Any learning gained as a result of participation in the placement.
- ◆ Career aspirations in light of work placement learning.

National Unit Support Notes

Unit title: Work Placement (SCQF level 3)

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 Placement Unit at level 3 is aimed at the learner who requires directive support. Learners are able to participate in preparing for and undertaking a work placement. It is designed so that the learner understands the importance of undertaking a work placement and allows learners to agree one aspect of learning they wish to pursue during the placement. It is expected that the learner will develop basic task management and interpersonal skills throughout the duration of the work placement. This will be done with directive support from the teacher/lecturer/tutor and/or supervisor.

Outcomes 1 and 2 may be assessed holistically as these focus on the planning and carrying out of the work placement and include the learning goal identified for the placement. Learners will be supported to review their own career aspirations and abilities as part of their preparation for a work placement. Learners should be encouraged to keep track of everyday work placement activities so that they can review their progress as a result of the work placement.

The learning goal may relate to the learners' career aspirations and abilities; however, it can also be more general in relation to the world of work or specific to the organisation providing the placement.

Outcome 3 provides the opportunity for the learner to review what has been learned throughout the work placement as part of a self-reflection process.

The learner should be guided to make reference to feedback from others in relation to how well they have demonstrated appropriate behaviours and attitudes. The learner should be guided to make and feedback from others a relation to how well they have demonstrated appropriate behaviour and attitudes.

The tutor will support the learner to understand the process of self-reflection which will enable them to carry out the review effectively. This might involve a one to one meeting with the learner using the following prompts:

- ◆ What feedback have you received?
- ◆ What progress have you made towards your learning goal?
- ◆ Have you identified any areas you would like to develop further?
- ◆ Is there anything you have learned about working for an employer?
- ◆ Have your career aspirations changed as a result of what you have learned?

National Unit Support Notes

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Guidance on approaches to delivery of this Unit

The Work Placement Unit at **SCQF level 3** 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 career aspirations and abilities, where the learner appreciates the relevance of 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 the work placement could involve: a half day; single day; timetabled opportunities; an introductory week long work placement with additional opportunities built in. The work placement could also take place out with the school/college day. **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.** It is expected that those following a specific vocational pathway should have a work placement directly linked to their career aspirations.

The learner is expected, with directive support, to be involved in the basic planning, implementation and review of their progress and learning. The learner will be supported in undertaking some self- reflection on their progress during the work placement. 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 their learning goal.

Guidance on approaches to assessment of this Unit

At this level the tutor has a key role to play in providing directive support, throughout the planning, implementation and review stages. This means that the tutor should be available to provide support and encouragement as required by the learner.

The learner will generate assessment evidence which must contain the following:

- ◆ A completed review of individual career aspirations and abilities
- ◆ A simple plan which includes work placement details- the name of organisation; contact details, location; hours of work; duties to be carried out; dress code.
- ◆ Tutor/supervisor observation checklist which evidences that the learner has undertaken allocated tasks; adhered to health and safety requirements and worked cooperatively with others
- ◆ A learning goal which has been agreed by the tutor.
- ◆ Evidence that the plan has been carried out.
- ◆ A review of progress and learning gained in the workplace.

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

National Unit Support Notes (cont)

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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 3)

This information 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 3 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 review your abilities and career aspirations prior to going on a work placement. 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 review your progress and what you have learned. You can use this review 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
- ◆ Carrying out tasks
- ◆ *Working with Others*
- ◆ Reviewing
- ◆ Identifying areas for further development

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 will be assessed by your tutor.