

## Self and Work: Investigating the Workplace (Alternative Context) Unit

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** HJ79 42

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

### Unit outline

The general aim of this Unit is to introduce learners to the world of work by providing them with opportunities to find out about different jobs and to find out about the responsibilities of employees and employers in the workplace.

Learners who complete this Unit will be able to:

- 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

This Unit is an optional Unit of the Personal Development Award (SCQF level 2) and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches, and development of skills for learning, skills for life, and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **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. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Investigate a range of job roles in different occupational sectors by:**

- 1.1 Identifying different occupational sectors
- 1.2 Identifying job roles within these occupational sectors
- 1.3 Describing features of these job roles

### Outcome 2

The learner will:

#### **2 Investigate a local workplace by:**

- 2.1 Identifying some of the job roles within a specific local workplace
- 2.2 Identifying some of the skills that are relevant to these job roles
- 2.3 Describing the contribution these job roles make to this workplace

### Outcome 3

The learner will:

#### **3 Investigate the general responsibilities of employees and employers in a local workplace by:**

- 3.1 Selecting a specific local workplace
- 3.2 Identifying the general responsibilities of employees in that workplace
- 3.3 Identifying the general responsibilities of employers in that workplace

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

### **Evidence for Outcomes 1, 2, and 3**

Evidence for this Unit could include checklists, completed templates, matching exercises, short written responses, recorded oral responses, or their equivalent.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life, and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **4 Employability, enterprise, and citizenship**

4.1 Employability

## **5 Thinking skills**

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** May 2017 (version 1.0)

**Superclass:** HC

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## History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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