



Group Award Specification for:

**Preparation for Employment Awards at SCQF
level 4 and 5**

Group Award Code: GN9R 44 and GN9P 45

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1 Introduction

The transition from school or college into a Modern Apprenticeship or full-time employment can be one of the most difficult stages a young person will face, with the challenges of: growing maturity and adulthood; work; independence; and a personal income. Many young people are unprepared for or have false expectations about the new experiences and situations in which they will find themselves. It is hoped that qualifications aimed at preparing young learners for the journey that lies ahead will help their chances of successfully negotiating this transition.

These awards have been designed to supplement learning that takes place during work placements from school or college. The work placements will normally be set up to provide initial vocational experience that will help prepare school pupils for a Modern Apprenticeship or full-time employment within the business they complete their placement. The work placement should involve a minimum of two afternoons or full-days per week over a period of at least ten weeks. Work placements completed as a one-week block, would not be appropriate for the delivery of these awards.

The content of these awards has been specifically designed to build on the experience a learner gains during their work placement, by reflecting on skills they have developed. The awards also cover the more general skills and knowledge required by all new members of the workforce, such as: financial awareness, employee rights and responsibilities, self-management and knowledge of the company the learner works for.

It will be important for schools or colleges offering these awards to ensure they have a partnership agreement in place, signed by the centre and the employer, covering the terms of the work placements learners will complete. To help centres prepare their partnership agreements, an exemplar template is included as Appendix 1.

The content of these awards is designed to be generic in nature allowing it to be used alongside work placements across a range of industry sectors. It is assumed that the companies providing the work placements will have their own training and induction programmes, including job and company specific content for learners.

Background

These awards originally grew out of discussions held between SQA staff and staff at Craigroyston High School. Craigroyston High School had established a learning programme for groups of learners in S5 and S6. The programme provided extended work placement opportunities with local businesses, as preparation for learners commencing an apprenticeship with the same business on leaving school. SQA working with Craigroyston High School was keen to develop a route to certification that would give learners recognition for the knowledge and skills they acquired during the programme.

It quickly became apparent that there were other schools trying similar approaches to Craigroyston High School and who were interested in the programme they had designed. To ensure that any new qualifications that might be developed would suit a wider range of schools a small design team was formed and delegates from Craigroyston High School, Newbattle High School and Grove Academy were invited, as well as representatives of the employers involved in the original programme. The team that was formed provided the advice on the content, structure and level of the new awards.

2 Qualifications structure

2.1 Structure

These awards are each made up of 2 SQA unit credits and comprises 12 SCQF credit points. There are no optional units available in these awards.

Preparation for Employment Award (level 4) — GN9R 44

To achieve the Preparation for Employment Award at level 4, a learner must achieve the following two units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HC4P	44	Developing Essential Skills	1	6	4
HX50	44	Practical Skills for Employment	1	6	4

Preparation for Employment Award (level 5) — GN9P 45

To achieve the Preparation for Employment Award at level 5, a learner must achieve the following two units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HC4P	45	Developing Essential Skills	1	6	5
HX50	45	Practical Skills for Employment	1	6	5

3 Aims of the qualifications

The main aims of the Preparation for Employment Awards (level 4 and 5) are to:

- ◆ Help prepare learners for the transition from school onto a Modern Apprenticeship or directly into employment.
- ◆ Supplement the vocational skills and experience gained through a work placement with practical life skills required by those in employment.
- ◆ Assist learners to identify the skills they already have and those they need to develop further to succeed in their chosen vocational pathway.
- ◆ Develop learners' confidence in dealing with the personal independence and personal organisation needed by those in employment.

3.1 General aims of the qualifications

- ◆ To deliver practical knowledge and skills in personal organisation, self-management, financial awareness and professional behavior, necessary to become an effective Modern Apprentice or employee.
- ◆ To enable learners to recognise and reflect on the transferrable skills they have developed and will continue to develop through study, leisure and work activities.
- ◆ To prepare learners for the responsibilities of employees inside and outside of their work, including:
 - Getting to and from work
 - Financial awareness
 - Professional behavior and appearance
 - Knowing about their employer
 - Completing tasks and following instructions

3.2 Specific aims of the qualifications

- ◆ Learners will reflect on their skills and they will use appropriate terminology to describe the skills they have and/or need to develop.
- ◆ Learners will compare the skills needed in particular job roles with their own skills profile and target their future skills development plans accordingly.
- ◆ The reflection on skills and the skills vocabulary learners develop will assist them in future CV writing and job applications.
- ◆ Learners will improve their awareness of the standards of personal behavior and personal appearance expected in different workplaces, including during their interactions with colleagues and customers.
- ◆ Learners will plan and prepare for travel required for work and they will develop an awareness of their payment arrangements, deductions (basic understanding of tax, etc).
- ◆ Learners will find out about the wider functions of the organisation they work for, will have an awareness of the contribution they make individually, and the importance of following instructions and completing their duties in the workplace.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 or 4 units and/or courses in three or more subjects
- ◆ Numeracy and Literacy or Core Skills in *Numeracy* and *Communication* at SCQF level 3 or 4, or equivalent

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 4	Giving examples of skills developed as part of the <i>Developing Essential Skills</i> unit.
Numeracy	SCQF level 4	Calculations involving tax and National Insurance within the <i>Practical Skills for Employment</i> unit.
Information and Communication Technology (ICT)	SCQF level 4	The examples of skills development could be completed on screen in the <i>Developing Essential Skills</i> unit.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	SCQF level 4	Solving simple problems involving tax and National Insurance within the <i>Practical Skills for Employment</i> unit.
Working with Others	SCQF level 4	Working with colleagues in the work placement within the <i>Practical Skills for Employment</i> unit.

5 Additional benefits of the qualifications in meeting employer needs

One of the main purposes of these qualifications is to prepare learners for the transition from school to work, either as a Modern Apprentice or as an employee. As learners will do these qualifications in conjunction with an extended period of workplace experience, they will know what to expect and should be equipped with realistic expectations of work when they start. In addition, learners will have been encouraged to consider the skills they will need to develop to be successful in their chosen role.

As well as their readiness for work, these qualifications will help learners develop an awareness of the issues that all new employees will encounter for the first time when starting employment. While they may seem obvious to more experienced employees, things like transport arrangements to and from work, banking arrangements and simply appreciating the behaviour expected and the clothes they should wear, could be as important as any other factors in determining whether or not a new employee makes it through their probation period. In that sense these qualifications aims to build resilience in young employees starting out on a new career, by ensuring they are fully equipped for their new role.

6 Guidance on approaches to delivery and assessment

As these awards are intended to prepare learners for a Modern Apprenticeship or for full-time work, it will be important to keep this as the context and focus of delivery at all times.

In the *Developing Essential Skills* unit, the assessment should be based around the learners own reflection on what they did and how well they did it. It would be best if learners could identify skills from their workplace experience as far as possible but they can also consider examples of skills they have developed in school or in their social life where these can be linked to their career aspirations.

The *Practical Skills for Employment* unit will involve a mixture of approaches to delivery and assessment. Learners could be given project work where they must find information on, for example, the company they work for. Some aspects of the unit could be delivered through group discussion, for example, relating to professional behavior and appropriate dress, or roles and responsibilities of employers/employees. The last outcome must relate to tasks completed as part of the learners work placement and these must be evidence through witness testimony, signed by the learner's line manager.

6.1 Sequencing/integration of units

The units contributing to either the level 4 or 5 award can be completed in parallel or one after the other, however, there is no preferred sequence of delivery. Different stages of work placement may provide opportunities for generating evidence for specific outcomes in the *Practical Skills for Employment* units, as follows:

- 1 The induction period at the start of the work placement may provide opportunities for the learner to find out about the organisation, as required for unit Outcome 4, for example: its products and services; customers; size (turnover); history; structure; etc.
- 2 Individual and group tasks the learner is involved in during their work placement will contribute to the completion of unit Outcome 5.

6.2 Articulation and/or progression

It is assumed that in most cases, learners completing these awards will progress to a Modern Apprenticeship or into full-time employment for the employer they have completed their work placement with. However, some learners may find that the given role is not for them and it will be important that learners are aware that this is an opportunity to try or test a particular employment path and that they will still have choices and alternatives should they decide they have chosen the wrong route. The awards will still provide useful learning experiences about employment in general and the skills learners will need or will be able to refer to when applying for future job opportunities.

6.3 Opportunities for e-assessment

Some of the outcomes in the *Practical Skills for Employment* unit could be assessed using a suitably designed e-assessment, specifically Outcomes 1, 2 and 3.

Evidence for the unit *Developing Essential Skills* would be best collected as a portfolio or learner log. This could be completed electronically using an appropriate software application.

6.4 Support materials

Each of the units making up these awards have an associated assessment support pack. All of the assessment support packs are available on the SQA secure website.

6.5 Resource requirements

Learners will be undertaking an extended period of work experience while they complete the units that comprise these awards. Learners' experiences and the skills they develop during their placements will contribute to the evidence they must provide for the units.

There are no specific physical resources or pieces of equipment needed to gain approval to offer these awards.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This award is designed to prepare you for the move from school into a Modern Apprenticeship or full-time employment. As part of the award, you will be expected to gain some work experience with the employer you intend to join when you leave school.

You must achieve two units to achieve the award:

- ◆ One unit will help you to think about the skills you currently have and the skills you may need to develop in jobs you may want to do in future.
- ◆ The other unit will help you learn about wider skills you will need when you join the workforce, such as:
 - An awareness of your responsibilities, appropriate dress and behaviour in the workplace
 - How to make sense of your pay
 - How to arrange travel for work
 - An awareness of your employer's business and your role in it

Appendix 1

The following template partnership agreement is included as an example only. Centres are not required to use this template and they may already have their own local agreements in place with employers.

THIS AGREEMENT SHOULD BE RETAINED BY THE PROVIDER

**Letter of Understanding between the Councils and Firms/Organisations
providing Work Placements**

To ensure that the implications of the Work Placement programme, and arrangements between the firm/organisation (the Provider) providing the work placement and the Council(s) are fully understood, we have set out the following essential points:

- 1 The pupil will be expected to carry out meaningful work during the period of the work placement. The work will be planned by a responsible person and the pupil will be given appropriate instruction before, and supervision whilst, participating in any activity. Under no circumstances should a pupil operate prohibited machinery as defined by law, local byelaws and Health and Safety legislation.
- 2 The Provider will ensure that the pupil does not operate any hazardous machine or equipment, or work in any hazardous situation, or carry out any work of an unsuitable or objectionable nature. At all times, the provider will ensure that the pupil is working within the Health and Safety at Work Act 1974 as amended and any regulations made under that Act, and in particular the Management of Health and Safety at Work Regulations 1999.
- 3 The Provider will ensure that the pupil wears protective clothing whenever appropriate.
- 4 The Provider will ensure that all personnel directly involved in working with the pupil are aware of the responsibilities associated with regard to their duty of care towards them. Instruction in the procedures to be followed with regard to any untoward incident or accident should be provided.
- 5 By prior appointment, the Provider may be visited by health and safety officers contracted by the councils to help you ensure that the appropriate standards of health, safety and welfare will be met in relation to the pupil. You will be asked to show a copy of an up-to-date Employers' Liability Insurance certificate.
- 6 The pupil will not receive any payment for this work.
- 7 The pupil must not work outside the hours stipulated in the job description.
- 8 If required, the pupil will sign an undertaking that they will not disclose any information confidential to the Provider without the Provider's approval, and that they will observe all safety, security and other instructions given by the Provider.
- 9 The pupil's parent/guardian will undertake to ensure that the pupil carries out these obligations and will confirm that they are not suffering from any medical condition which could create a hazard to the pupil or those working with them.
- 10 The Provider will ensure that its Employers' Liability Insurance, and Vehicular Insurance if applicable, is extended to cover the pupil for the period of the work placement. Firms/Organisations must not receive pupils before they have advised their insurers and obtained confirmation of cover from their insurers.
- 11 The pupil on work placement is on an extension of school attendance. Accordingly, where a pupil fails to attend, has an accident or feels unwell, the Provider must notify, by telephone and without delay, the Work Placement
- 12 Co-ordinator of the pupil's school and the pupil's home if a telephone number is given. If required the pupil should be allowed the use of medical room facilities, where available.
- 13 For Health and Safety purposes, the pupil on work placement should be treated as if they were an employee of the Provider.

Declaration

Please confirm that this letter of understanding is acceptable to the Provider by signing the enclosed form and returning it to the address provided.

Please note: The person who completes and signs the accompanying document on behalf of the Provider may not be directly responsible for supervising the pupil. Therefore, we would ask that the pupil's direct supervisor/responsible person is made aware of the content of this agreement, especially in relation to Health, Safety and Welfare.

Template work placement agreement

Employer details

(The name and head office address of the organisation. Workplace location is where the pupil is based).

Name of organisation: _____

Nature of business: _____

Head office/HQ: _____

Address: _____

Will the work placement take place at this location? YES / NO

If NO, please provide the location address:

Work placement organiser: _____

Job title: _____

Email address: _____

Tel: _____

Placement supervisor — Please complete if different from placement organiser

Supervisor's name: _____

Job title: _____

Email address: _____

Tel: _____

Placement details

Which section or department will the pupil work in? _____

Work placement title/description: _____

Agreed start date: _____ Agreed finish date: _____

Hazard	Control measure	Significant hazard?	
		Yes	No
Noise (machinery/tools/equipment/ environment)	Reduce exposure and/or PPE (ear plugs/defenders).		
Pressure systems (gas/air receivers/steam boilers)	Prohibit or reduce use of pressure systems and/ or PPE		
Radiation (X-ray/UV/lasers/radioactive materials)	Prohibit or reduce exposure to rays, PPE		
Slips/trips/falls (spillages/ trailing cables/flooring)	Keep areas tidy, clear any spillages, and deploy warning signage, instruction.		
Transport (Fork lift trucks/Cars/HGV)	Instruction, supervision, segregation (between people and vehicles, designated walkways), no use of quad bikes.		
Vibration (machinery/transport/ powered hand tools)	Prohibit or reduce exposure, PPE, instruction, supervision.		
Working with animals (farm/domestic/wild)	Assess any task or animal, PPE, instruction, supervision.		

Personal Protective Equipment

(If an identified control measure is to wear or use protective clothing or equipment, please specify items required eg, hard hat, safety boots or special eyewear and whether you will provide this or wish the school to provide.)

Employer will provide _____

School to provide _____

Employers' Liability Insurance details

(Please refer to section 10 of the Letter of Understanding. There must be valid Employers' Liability Insurance over the placement period.)

Name of insurance company _____

Insurance policy number _____ Date of expiry _____

Acceptance and agreement

I confirm that:

- ◆ I have read the attached Letter of Understanding between the councils and this firm/organisation, and that all points are acceptable to me and I have taken all appropriate action.
- ◆ This company's Employers' Liability Insurance will cover a pupil for the duration of their work placement.
- ◆ The pupil will receive induction and instruction, which includes health and safety issues covering identified hazards and control measures, by a competent person.
- ◆ The pupil will be supervised at all reasonable times.
- ◆ The details provided may be held on a database to support work placements and other similar activities.

Name of organization: _____

Name: _____

Signed: _____

Position: _____

Date: _____