

## Self and Work: Completing a Work Placement (Alternative Context) Unit

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

**Unit code:** HJ77 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 provide learners with an opportunity to experience the world of work.

Learners who complete this Unit will be able to:

- 1 Consider their own skills and interests within the context of work
- 2 Plan for a specific work placement
- 3 Complete the work placement
- 4 Review their own contribution to the work placement

This Unit is an optional Unit of the Personal Development Award (SCQF 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 Consider their own skills and interests within the context of work by:**

- 1.1 Identifying work-related skills and interests which are appropriate to a range of work placements
- 1.2 Identifying their own work-related skills and interests
- 1.3 Identifying a specific work placement that is appropriate to their skills and interests

### Outcome 2

The learner will:

#### **2 Plan for a specific work placement by:**

- 2.1 Identifying basic information about the work placement
- 2.2 Identifying personal arrangements and resources required for starting the work placement
- 2.3 Identifying and agreeing the tasks to be performed during the work placement

### Outcome 3

The learner will:

#### **3 Complete the work placement by:**

- 3.1 Completing agreed work placement tasks
- 3.2 Asking for information from a colleague and providing information to a colleague
- 3.3 Following all health and safety guidelines as instructed within the workplace

### Outcome 4

The learner will:

#### **4 Review their own contribution to the work placement by**

- 4.1 Identifying their strengths in their own contribution to the work placement
- 4.2 Identifying one learning point for future work placements

## **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.

In this Unit, evidence requirements are as follows:

### **Evidence for Outcomes 1, 2, 3, and 4**

Evidence for this Unit could include logs, checklists, short written responses, recorded oral responses, photographic evidence, video evidence, 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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