

CERTIFICATE OF WORK READINESS (SCQF LEVEL 4)

Arrangements Document for Certificate of Work Readiness (SCQF level 4)

Introduction

The Skills Development Scotland Certificate of Work Readiness at SCQF level 4 has been developed in response to the requests from Scottish employers and their industry advisory bodies to have a national set of generic competencies that indicate that an individual is ready to join the workplace in an entry level job. Candidates who undertake the Certificate of Work Readiness will develop the skills, behaviours and attributes that meet the established needs of Scotland's employers. Those who successfully complete the certificate will have demonstrated competency in the basic employability requisites employers are seeking, gaining certification proving that they are ready to enter the World of Work.

The Certificate differs from other employability awards in that there is emphasis on the sustained workplace performance that requires the candidate to demonstrate appropriate work place skills, behaviours and attributes and gain employer endorsement. The employer opinion is integral to the assessment process. The learning provider is expected to provide the appropriate level of support to the candidate throughout the programme: this support will vary depending on the individual's needs and for some may be minimal. In some models of delivery, this support may be provided by a Skills Development Scotland work coach and this arrangement is made at a local partnership level. Through this approach it is hoped that young people will be afforded the optimum opportunity of developing and demonstrating their employability skills in context.

Rationale for development

Following consultation with partners and stakeholders, Skills Development Scotland carried out research into various employability awards that are currently available. CBI had already established a set of employability competencies after consultation with employers and businesses, and these were mapped to existing employability awards. Findings were that, whilst candidates developed very valuable employability skills, few of these fully matched the employability competencies desired. In addition, units of some of these awards are dedicated to job search activities which, whilst being very valuable to the individual, are not necessarily providing focus on work readiness competencies.

This proposed "Certificate" allows candidates to demonstrate competence in a real working situation over a period of time, establishing consistent use of the desired skills, attributes and behaviours identified by employers and advisory bodies.

The approach of utilising employer endorsement of the aforementioned skills, attributes and behaviours as a 'stamp' of work-readiness is one welcomed by employers. However, the subjectivity of interpretation of areas such as behaviours and attributes have been difficult to standardise, so this award offers a strong partnership approach to ensure that standards can be relied upon when it comes to the importance of employer endorsement.

The award aligns with the strategic drivers of The Scottish Government, where employability skills have been identified as an important focus for skills development in young people, including “*Review of Post-16 Educational and Vocational Training*” (2011), “*Skills for Scotland*” (2010), and “*Opportunities for All*”(2012). It also aligns with the findings of CBI and UKCES in consultation with employers.

While this award is intended for young people looking to enter the world of work for the first time, it can equally apply to anyone who wants to raise the standard of their employability skills in line with industry-identified standards of work readiness to enhance their job prospects.

The award encompasses existing SQA nationally recognised employability units, supported by the Skills Development Scotland customised unit which has been developed in consultation with employers and fully evaluated through a pilot project on our customised approach to work experience: *Practical work place skills* (SCQF level 4). The award has been SCQF credit rated and levelled at SCQF level 4.

The learning programme is crucial to the successful delivery of this award and has been specifically designed to allow candidates to demonstrate practical employability skills within a real working environment and over a period of time.

The Scottish Government, CBI, UKCES and employers throughout Scotland have all identified a need to focus and build on employability skills and to establish a standard of work-readiness. A qualification of this nature allows employers to instantly identify those who have consistently demonstrated these skills within a real working environment, allowing a more meaningful consideration of prospective employees. It provides a standard for employer-identified employability skills, allowing employers to quickly and easily identify candidate work-readiness for entry level jobs. For the successful candidate this clearly indicates to employers that a standard of employability competence has been demonstrated within a real working environment, and over a sustained time period enhancing their appeal to employers.

The competencies gained and demonstrated through undertaking this award will adapt to any working environment regardless of occupation involved, allowing candidates to explore occupation-specific skills and competencies either at the same time or subsequently.

Aims of the Award

The principal aims of the award are to enable young people to:

- Identify the skills, behaviours and personal attributes that employers seek in their employees
- Understand and **demonstrate** the responsibilities and demands of the employee in the workplace
- Understand and **demonstrate** the skills to interact with other employees and customers in the workplace
- Develop and **demonstrate** the required core skills in communication, numeracy, ICT, working with others and problem solving to a work ready standard
- Identify and reflect on their own strengths and experiences in relation to the world of work

In general, young people who complete this award can expect:

- Improved opportunities for progression into employment
- To enhance their skills in self evaluation
- To enhance their skills in planning and setting personal targets in relation the world of work

Target Groups

This award is specifically targeted at young people who have not yet experienced the world of work but who are ready to make the transition into the workplace with the appropriate level of guided support for them. Members of the target group are likely to be at school and considering leaving to look for work, undertaking a non-advanced college course, or not in any form of formal education or training. It should be noted that not every young person not in training, education or work may be ready to undertake this level of the award and therefore assessment and correct placement of individuals is very important.

The award may also be appropriate for other individuals who wish to demonstrate their work-readiness.

Recommended Access to the Award

No specific knowledge of the world of work is required to access this award. Some candidates will access the award through engagement with a Skills Development Scotland work coach who will support the young person in evaluating their current readiness to undertake a sustained period of work experience in a real workplace. This access process is an initial assessment for their learner journey. It involves evaluation of an individual's core skills, their employability skills and consideration of any barriers to learning which need to be considered, in order to ensure that they are only placed on this programme at the appropriate stage. Other supported entry routes may also be possible through local and regional referral routes. Other candidates may "self-refer" on to this award,

The candidate should be ready to demonstrate appropriate workplace behaviours, skills and attributes as required by that workplace over a sustained period. In addition, candidates would be expected to have core skill levels of SCQF level 3 or above in communication, numeracy and ICT to access at this level. They should be able to demonstrate their ability to perform these core skills at SCQF level 4. It may be an appropriate progression from the SQA Employability Award at SCQF level 3 or other employability awards where individuals require more time to develop their skills before undertaking the sustained period of work experience.

Award Structure

SQA Award Code: GF0F 04

The award consists of 2.5 SQA credits and 1 notional SQA customized credits. It has 34 SCQF credit points at SCQF level 4. The award contains a specified minimum time for the work placement activity of 190 hours

Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Mandatory Units				
Responsibilities of Employment	F788 10	0.25	4	1.5
Dealing with work situations	F789 10	0.25	4	1.5
Personal Development: Self and Work	F37X 10	1	4	6
Skills for Customer Care	F38W 10	1	4	6
Skills Development Scotland customized unit: Practical Work Place skills	H188 04	1	4	19

Table 1: Award structure

Core Skills

There are no core skill units within this award but the development and demonstration of core skills to the employer's satisfaction is required within the customised unit.

Whilst it is recognized that the candidate may have core skills accredited through their previous formal education, learning providers are expected to deliver the underpinning core skills knowledge and understanding, contextualized for work place situations, to support the candidate in achieving the Skills Development Scotland customized work place unit.

Units offering auto-accreditation

Unit	Core skills auto-accredited and level
Personal Development: Self and Work	Problem solving SCQF level 4

Table 2: Unit in award with auto-accreditation

Approaches to delivery and assessment

The approach to the learning programme for this award is fundamental to its success. Learning providers are strongly advised to follow the Skills Development Scotland Best Practice Guide on delivery of the Certificate of Work Readiness

The Work Placement

The nature of the work placement experience may differ from other offers that learning providers have set up for their candidates in the past.

It is vital that all partners involved in the delivery of the programme understand the commitments and inputs required.

There are some fundamental requirements of the work placements that are considered mandatory and this is set out in the table below

Characteristic of a “Quality” Work Placement Experience for CWR	Requirement
The work placement environment	<ul style="list-style-type: none">• The work place must be a “real” place of work where business takes place. This may be in the private, public or third sector• The work place environment must have paid employees or self-employed individuals• The work place must have appropriate health & safety compliance, insurance and Equality policy in place and be compliant with Scottish employment law
The terms and conditions of the placement activity	<ul style="list-style-type: none">• The business must give the candidate activities and responsibilities that mirror the requirements of a “real” job• The candidate must complete at least 190 hours of placement activity in a manner that reflects substantive employment. This means weekly hours of at least 24 hours per week. Placements therefore will last between 7 and 8 weeks.• The candidate is expected to follow the rules and policies of the organisation in the same manner that any other employee

	<p>does (giving consideration to the fact that they require supervision and support).</p> <ul style="list-style-type: none"> • The business must release the young person for at least 1 day per week to continue to develop their underpinning knowledge and skills with the learning provider and other supporting partners
Process requirements	<ul style="list-style-type: none"> • The work place must demonstrate commitment to follow the process requirements as identified in <i>Appendix 1</i>

Suggested learning programme

It is envisaged that the learning programme for delivery lasts for approximately 14 weeks to ensure that the work experience period is sustained and that the hours of attendance relate well to those required of substantive employment.

The preparatory phase

Learning providers should provide an initial introductory period of developing underpinning and preparatory knowledge and understanding to the candidate before they begin the work placement activity. This period may vary between candidates depending on their specific needs. However, on average, this period may last between 2 and 4 weeks.

During this preparatory phase, the learning programme should incorporate the following:

Programme of the Preparatory Phase	What should be done
<p>Deliver the underpinning and preparatory knowledge and understanding for the placement activity</p>	<p>Delivery of the SQA Unit” Responsibilities of Employment-complete</p> <p>Delivery of the SQA Unit Dealing with Work Situations- complete</p> <p>Begin delivery of the Unit: Personal Development: Self and Work</p> <p>Begin delivery of the Unit: Skills for Customer Care</p> <p>This will include:</p> <ul style="list-style-type: none"> • employee and employer responsibilities • acceptable workplace behaviour • what an employer may do when behaviour is unacceptable • how to interact with others at work • Developing skills to cope with work situations (e.g. conflict) and discussing task allocation • Evaluating their own skills (for the work placement) including strengths, weaknesses and identifying targets • Creating a plan for their work placement(could include timescales etc here)
<p>Agree and prepare the placement activity for the candidate</p>	<p>Identify and agree potential suitable placements for the young person (using their input)</p> <p>Prepare the young person to go for interview with the placements (optional)</p> <p>Meet with employer and agree the terms and conditions of the placement activity as defined by <i>Appendix 1</i>.</p> <p>Prepare the candidate for the placement by sharing the terms and conditions of the placement with them</p>

The work placement phase

Programme of the work placement phase	What should be done
Delivery and assessment of the work placement activity	<p>Provide an appropriate induction for the candidate to the work place</p> <p>Support and supervise the candidate to carry out the placement according to the agreed terms and conditions</p> <p>Support the candidate to undertake a self evaluation activity after the first 2 weeks of the placement</p> <p>Assess the candidate after 190 hours of work placement activity and gain employer endorsement (signature) of the result</p>
Continue to deliver and assess the supporting underpinning units of the award	<p>Complete delivery of the SQA Unit: Personal Development: Self and Work</p> <p>Complete delivery of the SQA Unit: Skills for Customer Care</p> <p>Continue to provide underpinning knowledge to support the learner to complete the unit “Practical Work Place Skills”</p> <p>This will include:</p> <ul style="list-style-type: none"> • Customer care • Core skills of ICT, communication and numeracy • Problem solving • Working co-operatively with others (team work) • Checking and evaluating their own approach

Defining responsibilities within a partnership model of delivery

A strong partnership model is required to ensure successful delivery of the Certificate. Specific responsibilities for the above activities may vary, particularly in relation to any support that is being given to the candidate. **It is particularly recommended that a partnership agreement exists between the learning provider and the employers that they are engaging with as well as between the learning provider and any supporting partner organisations.** This includes where Skills Development Scotland work coaches are supporting the delivery model. Below, the responsibilities of different roles are exemplified where a Skills Development Scotland work coach is part of the delivery partnership. For the purposes of this documentation, the role of the work coach has been separated from that of the learning provider. **Note, however, that where SDS work coach support is not offered, any support required by the candidate would be the responsibility of the learning provider.**

Skills Development Scotland's offer

Due to the particular needs of some of our young people, the modernisation of the Skills Development Scotland career information, advice and guidance service includes a concentrated effort to develop dedicated support for those facing barriers in engaging in learning and work. This development work includes better joining up of our guidance work with provision that can be funded through our National Training Programmes, and forms part of contribution to the ambitions set out within *Opportunities for All*.

In line with the wider development of our service, we have introduced more intensive support for those young people at risk of disengaging from learning and employment through our *My Work Coach service*. Our Work Coaches will work to identify opportunities for young people and act as a facilitator between the young person and employer. The Work Coaches will play a key role, along with other key partners including training providers and employers; in the delivery of the Certificate of Work Readiness for young people where this is the most appropriate progression for them.

A tripartite model of programme delivery and assessment may be available between Skills Development Scotland, the learning provider and the employer providing the work placement opportunity. It is envisaged that there is flexibility within this model. However, it is seen as a vital requirement of this programme that appropriate support is given to the candidate, and to the employer, to optimize the chances of success in relation to the work experience

Responsibilities of the work coach¹

The general responsibilities of the work coach are to support the candidate throughout their learner journey, both with the learning provider and the work placement, and to offer advice to the learning provider on a suitable work placement for the young person following their early engagement time with the individual.

The specific responsibilities of the work coach are:

- To undertake the initial evaluation of the young person (potential candidate) to identify their readiness to proceed to a period of sustained work place experience and to develop their work-based core skills to SCQF level 4. (This may include identifying barriers to learning which may mean it is more appropriate for the candidate to undertake employability learning which does not include such a commitment to the work place experience). As part of this assessment process, the work coach will share this initial assessment for learning with both the learning provider and the employer of the work placement.
- To support the young person in recognizing within themselves the core skills, behaviours and attributes that employers seek
- To support the young person in both creating an individual account on My WOW and in using the appropriate tools, for example, young person's strengths tool and/or MyDNA to create a profile that can also be shared with the learning provider.
- To support the young person in sharing their outputs from My Word of Work with the learning provider.
- To meet with the employer and/or the learning provider before the young person begins their period of work placement activity in order to agree the parameters of the skills, behaviours and attributes expected of them within the workplace (see Appendix 1 of the customized unit) and to coach the young person on the basis of this information in preparation for the work placement.
- To liaise regularly with the employer and the learning provider to optimize the learning experience for the young person

Responsibilities of the learning provider

The general responsibilities of the learning provider are to deliver, assess and verify the underpinning knowledge and skills of the award and to work to arrange an appropriate work placement for the young person, taking into account the specific needs of the young person as identified by the Work Coach.

¹ These are responsibilities for the learning provider where Skills Development Scotland is not supporting delivery

The specific responsibilities of the learning provider are:

- To utilise the *initial assessment for learning* from the work coach to enrol the young person onto the SDS Certificate of Work Readiness
- To deliver the preparatory units and parts of units which will support the young person before they undertake their work placement
- To source a suitable work placement for the young person, taking into account the specific needs of the young person as identified by the Work Coach and ensuring that the placement complies with health and safety protocols
- To work closely with the employer and the work coach to deliver the underpinning knowledge and understanding of the core skills, which will be assessed in the work place, in the context of that work place
- To ensure that a qualified assessor has delivered and assessed all of the units, using standards equivalent to SQA ASPs or NABs for all of the SQA units
- To ensure that a competent assessor or verifier has agreed with the employer the terms and conditions of the placement activity
- To ensure that a competent assessor or verifier has engaged with the employer to ensure that their endorsement of the candidate according to the agreed terms and conditions is appropriate
- To enter the candidates for the award
- To internally verify delivery of the whole award
- To liaise regularly with the employer and the work coach to optimize the learning experience for the young person

Responsibilities of the work placement employer

The general responsibilities of the employer are to ensure that the young person is appropriately supervised/mentored and supported in the workplace for a period of at least 190 hours and to ensure that they fulfil employer responsibilities to that young person in line with their policies and procedures

The specific responsibilities of the work placement employer are:

- To agree with the learning provider the activities and expectations of that young person
- To ensure that the young person receives an appropriate induction to the workplace environment including information on work place health and safety, policies and procedures
- To monitor and evaluate the performance of the young person
- To liaise with the work coach or learning provider (as initially agreed) should any issues arise within the work placement period
- To assess the young person's work readiness supported by the learning provider assessor guidance
- To liaise regularly with the learning provider and the work coach to optimize the learning experience for the young person

Assessment approach

It is recommended that learning providers make use of the SQA national assessment bank material and exemplar assessments which are available for all of the SQA national units in this award. These can be adapted appropriately as required. For the SDS customized unit, a score card system and feedback forms are included to support the assessment process. This is included as an annex to this document. **It is a mandatory component of this award that the employer agrees and signs the scorecard**

Guidance in relation to supporting candidates who change work placement locations

It is inevitable that from time to time some young people will be placed with a work place provider where it does not work out for various reasons. For the purposes of this award and to maintain its integrity, the young person should be given the opportunity to attend another placement to complete their *Practical Work Place Skills*. Due to the nature of the assessment methodology applied for this unit, it would be difficult for APL to be transferred to the second placement and the second placement provider to undertake the assessment of the candidate for the unit and the award. For this reason, the expectation would be that, no matter how many hours the candidate had completed at the first provider, they would be expected to complete at least 100 hours of placement activity at the second provider, (whilst ensuring that they complete at least 190 hours total).

Where a second placement activity is unsuccessful, a third placement would only be arranged in exceptional circumstances (for example, a redundancy situation) where the learning provider and work coach agreed that it would be appropriate. As identified above, the candidate would still be expected to complete at least 100 hours with this final placement provider who would undertake the assessment process.

Certificate of Work Readiness – Employer Activity Timeline



Stage Description

- 1 Initial meeting with Learning Provider to establish willingness to take on Certificate of Work Readiness Learners, and agree details around Award Delivery and Health & Safety, specifically
 - Agreement to provide a substantive work placement experience
 - Agreement on the expectations of the young person
 - Agreement on the training allowance, if appropriate
 - Commitment to complete the Employer Endorsement Scorecard process
 - Commitment to liaise with the partners who are delivering the award (e.g. the Learning Provider / SDS Work Coach)
 - Commitment to allowing the Learning Provider to inspect the premises to establish suitability and to monitor as required
 - Having in place the appropriate Employers Liability Insurance,
 - Commitment to provide the young person with the appropriate PPE (personal protective equipment)
 - Having in place the required health and safety policies and procedures

*Approximate time required during initial meeting : **1 hour (Appropriately empowered member of Employer Staff)***

- 2 Meeting with Learning Provider to agree details around a placement for a particular young person, specifically
 - what they will do on their placement
 - expectations of them in terms of attendance, time keeping, attitudes, behaviours and core skills.

*Approximate time required during meeting : **20 minutes (Member of Employer staff with supervisory responsibility)***

- 3** Upon the commencement of the placement, intensive time with the young person to carry out a full induction to the work place in terms of health and safety and work place requirements (in line with the organisation's normal induction procedures). Additionally, at this stage, a workplace mentor may be identified and appointed.

*Approximate time required during the induction session : **1 hour (Member of Employer staff with supervisory or mentoring responsibility)***

- 4** Training the student on the tasks as previously agreed.

*Approximate total time required during first part of placement : **To be agreed during Stages 1 & 2***

- 5** Monitoring the student's behaviours, attendance, timekeeping, etc. and providing feedback to the Learning Provider or SDS Work Coach, as agreed at an earlier stage. Likely to include supervisory time of appropriate colleagues, and subsequent collation of information gathered.

*Approximate total time required across the duration of the placement : **2 hours (Supervisor)***

- 6** Upon completion of the placement, completion of the Employer Scorecard, based on the latter 85% of the placement. and signature of supervisor in collaboration with learning provider assessor by nominated supervisor of young person

*Approximate time required at the end of the placement : **15 minutes (Nominated Supervisor of the student)***

Annex 1: Skills Development Scotland customised unit

Skills Development Scotland	
Certificate of Work Readiness: SCQF level 4	
Practical work place skills (SCQF level 4) H188 04	
This unit is designed as part of the Skills Development Scotland Certificate of Work Readiness SCQF level 4 award, but could be delivered as a standalone unit appropriate for candidates undertaking a work placement to demonstrate their readiness to work in an entry level job. Candidates who have achieved this unit will have demonstrated their ability to apply appropriate employability skills, behaviours and attitudes endorsed by the work placement organisation over a period of at least 190 hours.	
Learning outcome 1: Demonstrate sustained and appropriate routine use of straightforward core skills in the context of a work placement environment (What you want the candidate to do)	Evidence
Performance Criteria: (How you want the candidate to do it) 1.1 Employ appropriate, straightforward communication, ICT and numeracy skills in routine contexts to meet the needs of the work placement organisation	Evidence of actual performance that the candidate uses straightforward communication, ICT and numeracy skills to the employer's required standard over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based

	upon the agreed requirements of the candidate before they began their placement
Learning outcome 2: Demonstrate reliable application of personal management skills and behaviours within a work placement environment	Evidence
Performance Criteria: 2.1 Follow work placement employer policy in relation to time keeping and attendance requirements	Evidence of actual performance that the candidate follows work place policy in relation to time keeping and attendance to the employer's required standard over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
2.2 Follow work placement policy and procedures in relation to safe working practices	Evidence of actual performance that the candidate follows safe working practice to the employer's required standard over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
2.3 Dress appropriately in relation to the requirements of the work placement	Evidence of actual performance that the candidate dresses appropriately in relation to the requirements of the work placement over

	the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
2.4 Demonstrate a positive and responsible approach to learning within the work placement environment	Evidence of actual performance that the candidate demonstrates a positive and responsible approach to learning over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
Learning outcome 3: Demonstrate straightforward team working skills, behaviours and attitudes within the work placement environment	Evidence
Performance Criteria: 3.1 .Demonstrate a positive attitude to working with work placement colleagues, mentors and supervisors	Evidence of actual performance that the candidate demonstrates a positive attitude to working with colleagues, mentors and supervisors over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate

	before they began their placement
3.2 Demonstrate willingness to participate in basic tasks allocated within the work placement	Evidence of actual performance that the candidate demonstrates willingness to participate in tasks allocated over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
3.3 Demonstrate ability to follow straightforward instructions from supervisors, asking for appropriate clarification and assistance when unsure.	Evidence of actual performance that the candidate follows straightforward instructions and asks for clarification or assistance when required over the period of the work placement. Evidence must be integrated through the production of an employer graded report for each performance criteria based upon the agreed requirements of the candidate before they began their placement
Learning Outcome 4: Review and evaluate own strengths and experiences in relation to the world of work	
4.1 Identify own strengths and weaknesses in relation to the work experience, reflecting upon feedback from the work placement provider	Written/oral evidence of reflection on own strengths and weaknesses in relation to core skills, personal management & team working skills and behaviours in the work place

4.2 Identify areas for improvement in relation to work skills.	Written/oral evidence of at least 2 areas where could improve in relation to work skills behaviours and attitudes
4.3 Identify action points for improvement in relation to work skills	Written/oral evidence of action points relating to areas of improvement identified in 4.2

SUPPORT NOTES

Content/context

This unit is a core part of the Skills Development Scotland, Certificate of Work Readiness at SCQF level 4. While the exact time allocated to the unit is at the discretion of the partnership between the SDS work coach, the work placement employer and the learning provider, it will be completed within a period of work experience which lasts at least 190 hours. The notional time for learning, teaching and assessment is therefore 190 hours, the equivalent of 4.5 SQA credits

This unit is suitable for candidates who have had no previous experience of working within a real work place but ideally candidates will have undertaken preparations to undertake their work placement activity by completing, for example the SQA Employability Award (SCQF level 4) or SQA units “Responsibilities of employment” (SCQF level 4) and “Dealing with work situations” (SCQF level 4). It may also be suitable for candidates who have progressed from the Skills Development Scotland customised unit, *Practical Work Place Skills: First Steps* Candidates undertaking this unit should have been assessed by a guidance practitioner such as an SDS work coach, to identify their readiness to proceed to a period of sustained work place experience and to develop their work-based core skills to SCQF level 4 or above. Where barriers to learning are identified which may mean a candidate would find it difficult to commit to the work place experience, they should not undertake this unit

The Work Placement

This unit **must** be entirely delivered within a genuine work place and the candidate must fulfil a minimum number of hours within the workplace in order to demonstrate their generic “employability” skills over a sustained period (as they would under substantive employed conditions). The skills, behaviours and attributes that the candidate is expected to demonstrate are those identified through the CBI and contained in the course guidance for the Skills Development Scotland Certificate of Work Readiness (SCQF level 4). It is expected that candidates undertaking this unit will develop their employability skills within entry level job role activities, i.e. those benchmarked against the SCQF at levels 4-5.

The nature of the work placement experience may differ from other offers that learning providers have set up for their candidates in the past.

It is vital that all partners involved in the delivery of the programme understand the commitments and inputs required.

There are some fundamental requirements of the work placements that are considered mandatory and this is set out in the table below

Characteristic of a “Quality” Work Placement Experience for CWR	Requirement
The work placement environment	<ul style="list-style-type: none">• The work place must be a “real” place of work where business takes place. This may be in the private, public or third sector• The work place environment must have paid employees or self-employed individuals• The work place must have appropriate health & safety compliance, insurance and Equality policy in place and be compliant with Scottish employability law
The terms and conditions of the placement activity	<ul style="list-style-type: none">• The business must give the candidate activities and responsibilities that mirror the requirements of a “real” job• The candidate must complete at least 190 hours of placement activity in a manner that reflects substantive employment. This means weekly hours of at least 24 hours per week. Placements therefore will last between 7 and 8 weeks.

	<ul style="list-style-type: none"> • The candidate is expected to follow the rules and policies of the organisation in the same manner that any other employee does (giving consideration to the fact that they require supervision and support). • The business must release the young person for at least 1 day per week to continue to develop their underpinning knowledge and skills with the learning provider and other supporting partners • The “assessing” employer must not be an employee of the training provider (delivery centre)
Process requirements	<ul style="list-style-type: none"> • The work place must demonstrate commitment to follow the process requirements as identified in <i>Appendix 1</i>

Delivery, learning and teaching approaches

This unit must be delivered within a real work place environment.

In preparation for the work placement, the roles, tasks expected behaviours and attributes that the candidate could carry out should be agreed between the learning provider and the employer. It is important that the learning provider manage the expectations of the employer in relation to the young person and there should be room for some negotiating as to how the agreed standards are interpreted as every work place culture has its own implicit standards which should be made explicit to prepare the young person. This information should be shared with whoever has the role in preparing the young person for their placement experience, e.g. the SDS work coach.

The “contract” form attached below as *Appendix 1* outlines the prior approved method of recording agreed activity and expectations of the candidate when undertaking their work placement activity. It will also allow the learning provider and the work coach to prepare the young person for the placement. As a “contract”, it is important evidence of what standards were discussed if issues arise both during the placement phase and for the assessment scorecard.

Normal health and safety work placement site evaluations should also be carried out prior to the placement and this is likely to be the responsibility of the learning provider but could be negotiated through partners responsible for the programme.

The young person should receive a briefing before entering the work place but may also be accompanied by their work coach/learning provider to the placement on the first day. The work coach/ learning provider should visit the young person at least twice during the placement and speak both with the young person to assess their learning and with the supervisor to determine their progress.

There should be weekly contact between the work coach, learning provider and employer to maintain an understanding of how the young person is getting on and to identify any additional support which might be required.

Assessment

There is a requirement to complete 2 instruments of assessment to the agreed standard:

1. The employer scorecard
2. Self evaluation of candidate's performance and actions required

1. The employer scorecard

Performance evidence is required over the sustained period of the work placement. Evidence should be recorded using a scaled approach to gain employer opinion. This approach, coupled with the discussions had between learning provider and employer in order to manage expectations at the beginning of the placement activity, should mitigate against the subjectivity identified in relation to concerns that the employer is not trained in implementing standardised assessment procedures. Employers should also be fully briefed on considering the candidate's ability to learn and the formal assessment of competence for the scorecard should not commence until the learner has completed 15% of their placement activity, giving them the opportunity to learn from early mistakes and develop. This is important for the more measurable elements including timekeeping and attendance. The placement scorecard guidance for the employer is attached as *Appendix 2* to this unit and the employer endorsement candidate checklist is attached as *Appendix 3*.

In order to pass the first assessment task, candidates must have scores of level 3 or above in all areas. This should be substantiated by a completed scorecard signed by the designated employer supervisor from the work placement.

2. Self evaluation log and action plan

Candidates should be encouraged to reflect upon their scores and their employer feedback to identify their own strengths and weaknesses in relation to the world of work and use them to score themselves, using this as a tool to plan future workplace learning.

The learning provider should be responsible for internal verification, giving consideration to the employer's experience of undertaking the assessment process. It is absolutely acceptable for the learning provider to support the employer in completing the scorecard but it is a requirement that the employer agrees and signs the scorecard. This should allow the learning provider to consider whether the employer has made a fair and reasoned judgement

Appendix 4 is a note form which will allow the employer to write down notes expanding on reasons why a score was given and should give points where the young person has done well and areas for improvement. This may be completed by the assessor through dialogue with the employer.

Appendix 5 is an assessment template for completion of Outcome 4 of the unit, which supports the young person in reflecting on their own experience of the work placement and allows them to identify areas for improvement and actions for improving their work skills.

Quality Assurance of Employer Scoring Process

The learning provider should be responsible for internal verification, giving consideration to the employer's experience of undertaking the assessment process. It is absolutely acceptable for the learning provider to support the employer in completing the scorecard but it is a requirement that the employer signs the scorecard. This should allow the learning provider to consider whether the employer has made a fair and reasoned judgement. The learning provider should refer back to the completed agreed standard that the young person was working to and enter into any discussions with the employers where it is felt that there has been any deviation from the agreed standard.

Guidance in relation to supporting candidates who change work placement locations

It is inevitable that from time to time some young people will be placed with a work place provider where it does not work out for various reasons. For the purposes of this award and to maintain its integrity, the young person should be given the opportunity to attend another placement to complete their *Practical Work Place Skills*. Due to the nature of assessment methodology applied for this unit, it would be difficult for APL to be transferred to the second placement and the second placement provider would undertake the assessment of the candidate for the unit and the

award. For this reason, the expectation would be that, no matter how many hours the candidate had completed at the first provider, they would be expected to complete at least 100 hours of placement activity at the second provider, (whilst ensuring that they complete at least 190 hours total).

Where a second placement activity is unsuccessful, a third placement would only be arranged in exceptional circumstances (for example, a redundancy situation) where the learning provider and work coach agreed that it would be appropriate. As identified above, the candidate would still be expected to complete at least 100 hours with this final placement provider who would undertake the assessment process.

Guidance in relation to candidates who gain employment before completing the 190 hours of work placement activity.

It is recognised that there will be occasions where a candidate is employed by the work placement provider before completing their 190 hours of placement. which is very much recognised as a positive outcome. However, it would also be valuable to be able to certificate the candidate when they have completed 190 hours within that work environment. Learning providers are requested to seek the employer signature after the candidate has completed 190 hours in the job but where this is not possible, the learning provider may sign off the scorecard with the employer's agreement 'per procuracionem'

Appendix 1:

Agreed “contract” for work placement activity

Candidate name:

Dates of proposed placement:

Allocated work place supervisor signature:

Tutor/learning provider signature:

Requirement of the candidate	Agreed criteria between employer/ learning provider	Other comment
Generally, what roles, tasks and responsibilities will be expected of the candidate?		

<p>Are there particular tasks/protocols/ requirements expected in relation to communication (written/oral); numeracy and ICT use (should be routine straightforward requirements only)?</p>		
<p>What will be the agreed working hours?</p>		
<p>Is there a particular dress code (including PPE requirement) expected of the candidate?</p>		
<p>Are there any health & safety areas that should be highlighted with the candidate before they begin in this workplace?</p>		

<p>Are there particular behaviours and attitudes that the employer expects from the candidate in the work place in relation to e.g. working with others, with supervisors etc?</p>		
<p>What would the employer expect of the candidate when they are unsure about tasks allocated to them?</p> <p>Are there specific rules in the work place that the candidate should be aware of before starting?</p>		
<p>What protocols should the candidate follow in the event of lateness or absence from the work place?</p>		

Appendix 2:

Employer Scorecard Guidance

Profile	1	2	3	4
Employing straightforward communication, numeracy and ICT skills as required by the workplace.	Is frequently unable to use routine skills ²	Struggles often to use routine skills even in very familiar workplace contexts	Can usually use routine skills in familiar contexts	can always use routine skills in familiar contexts
Following attendance requirements	Poor attendance at work place and unable to provide appropriate rationale for absence	Erratic attendance with absences without appropriate rationale	Good attendance with occasional explained absences	100% attendance to fulfil 190 hours requirement
Following time keeping requirements	Arrives late, is back late from breaks without relevant excuse on more than a few occasions	Normally good but with a few lapses in time-keeping with inappropriate excuses	Good time-keeping with odd lapse e.g. on-time but not prepared to start work	Always on time at start and after breaks and prepared for work
Following safe working practices	Shows little awareness of risks within the work place and is a danger to self and others	Shows some understanding of safety issues and risks but has frequent lapses	Generally demonstrates awareness of safety and workplace risks	Demonstrates good safety awareness and asks/flags up issues of safety concern

².Examples: produce & respond to simple but detailed written & oral communications in familiar contexts; use standard ICT applications to process, obtain and combine information; use basic numerical & graphical data in straightforward & familiar contexts

Following organisational dress code	Wears inappropriate dress frequently which poses a risk to themselves and others and cannot therefore fulfil tasks	Follows dress code with odd exceptions to code, e.g. forgotten to remove unacceptable jewellery	Follows dress code with rare exceptions	Always follows required dress code
Attitude to learning in the work place	Unwilling and uninterested in learning new tasks and about the workplace	Sometimes uninterested in learning but occasionally attentive and asks some questions	Usually willing to learn new things, asks questions but may require to be prompted	Very enthusiastic about learning in the workplace, asking frequent questions to improve their own knowledge
Working with work place colleagues, mentors and supervisors	Reluctant to work with others	Tries to work with others but sometimes behaviour means that it does not go well	Works well with others and contributes generally to the team effort	Works well with others and inspires team performance
Willingness to undertake tasks	Frequently reluctant to undertake tasks and demonstrates very negative body language towards the work environment	Usually undertakes tasks but body language often suggests reluctance	Usually undertakes tasks but body language occasionally suggests reluctance	Always undertakes tasks with positive approach and body language
Ability to follow instructions and ask for assistance When unsure	Ignores instructions frequently and rarely asks for assistance, contributing to poor task completion	Usually follows instructions but often diverges from them	Follows instructions with occasional lapse (often due to misunderstanding)	Always follows instructions and makes an effort to clarify them when unsure

Appendix 3:

Instrument of Assessment 1: Candidate work placement employer endorsed scorecard

Candidate name:

Employer scorer name and signature:

Date:

Result:

Assessor signature and feedback:

Profile	1	2	3	4	Candidate Score
Employing straightforward communication, numeracy and ICT skills as required by the workplace.	Is frequently unable to use routine skills ³	Struggles often to use routine skills even in very familiar workplace contexts	Can usually use routine skills in familiar contexts	can always use routine skills in familiar contexts	
Following attendance requirements	Poor attendance at work place and unable to provide appropriate rationale for absence	Erratic attendance with absences without appropriate rationale	Good attendance with occasional explained absences	100% attendance to fulfil 190 hours requirement	
Following time keeping requirements	Arrives late, is back late from breaks without relevant excuse on more than a few occasions	Normally good but with a few lapses in time-keeping with inappropriate excuses	Good time-keeping with odd lapse e.g. on-time but not prepared to start work	Always on time at start and after breaks and prepared for work	
Following safe working practices	Shows little awareness of risks within the work place and is a danger to self and others	Shows some understanding of safety issues and risks but has frequent lapses	Generally demonstrates awareness of safety and workplace risks	Demonstrates good safety awareness and asks/flags up issues of safety concern	
Following organisational	Wears inappropriate dress frequently which poses a risk to	Follows dress code with odd exceptions to code, e.g. forgotten to	Follows dress code with rare	Always follows required dress code	

dress code	themselves and others and cannot therefore fulfil tasks	remove unacceptable jewellery	exceptions		
Attitude to learning in the work place	Unwilling and uninterested in learning new tasks and about the workplace	Sometimes uninterested in learning but occasionally attentive and asks some questions	Usually willing to learn new things, asks questions but may require to be prompted	Very enthusiastic about learning in the workplace, asking frequent questions to improve their own knowledge	
Working with work place colleagues, mentors and supervisors	Reluctant to work with others	Tries to work with others but sometimes behaviour means that it does not go well	Works well with others and contributes generally to the team effort	Works well with others and inspires team performance	
Willingness to undertake tasks	Frequently reluctant to undertake tasks and demonstrates very negative body language towards the work environment	Usually undertakes tasks but body language often suggests reluctance	Usually undertakes tasks but body language occasionally suggests reluctance	Always undertakes tasks with positive approach and body language	
Ability to follow instructions and ask for assistance When unsure	Ignores instructions frequently and rarely asks for assistance, contributing to poor task completion	Usually follows instructions but often diverges from them	Follows instructions with occasional lapse (often due to mis-understanding)	Always follows instructions and makes an effort to clarify them when unsure	

Appendix 4:

Employer Feedback

<p>Please state the strengths and weaknesses of the young person in relation to their skills, attitudes and behaviours in the workplace</p>	
<p>Please give recommendations for the next steps for this young person's development in relation to developing their work readiness</p>	

Appendix 5:

Instrument of Assessment 2: Young Person self evaluation

Using the feedback from the employer, score yourself in relation to the following areas:

Profile	1. POOR	2. UNSATISFACTORY	3. GOOD	4. EXCELLENT
My core skill use in the workplace (comms, ICT and numeracy)				
my attendance at the work placement				
my timekeeping at the work placement				
My safety awareness in the work place				
My ability to follow dress codes in the work place				
My attitude to learning in the work place				
My team work on the work placement				

My willingness to do what asked in the work place				
My Ability to follow instructions and ask for assistance when unsure in the work place				

Using your scores above, identify what your strengths and weaknesses are at the moment in relation to work skills:

My strengths are:

My weaknesses are:

What areas do you need to improve upon in relation to the world of work?

Areas where I need to improve are:

1.

2.

Identify what actions you will next take to improve your skills in relation to the world of work:

I will:

1.

2.