



## National Unit Specification: general information

**UNIT** Personal Development: Completing a Work Related Activity  
(Access 1)

**CODE** F56C 07

### SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level'.

This Unit is designed principally for candidates developing basic skills in a supported learning environment. It provides an opportunity for candidates to develop an awareness of work related tasks and the resources needed to carry out those tasks. It also gives candidates the opportunity to carry out a work related task. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

### OUTCOMES

1 Participate in a work related activity.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is an introductory Unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1 level (6 SCQF credit points at SCQF level 1\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** HC

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT        Personal Development: Completing a Work Related Activity (Access 1)**

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**

Participate in a work related activity.

#### **Performance Criteria**

- (a) Identify two work related tasks.
- (b) Identify one resource required for each task.
- (c) Participate in one work related task.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance evidence will be required in relation to this Outcome. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence. The performance evidence should be recorded to show that the candidate can:

- ◆ identify two work related tasks
- ◆ identify one resource required for each task
- ◆ participate in one work related task

The candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following:

- ◆ Speech
- ◆ Writing
- ◆ Word Processing
- ◆ Signing
- ◆ Lip-reading
- ◆ Braille
- ◆ Computer assisted communication

## National Unit Specification: support notes

### **UNIT**      Personal Development: Completing a Work Related Activity (Access 1)

This part of the Unit Specification is offered as guidance. The support notes 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**

This is a free-standing Access 1 Independent level Unit. It is designed for candidates studying in a supported learning environment. The content of the Unit gives candidates the opportunity to develop an awareness of tasks that are carried out in the workplace and the resources needed to carry out those tasks. In order to provide a meaningful learning experience, candidates should carry out a work related task either in college/school or outwith the college/school.

Teachers/lecturers should select a choice of appropriate workplace activities for the candidate, depending on the age and individual abilities of each candidate.

All relevant health and safety guidelines should be taken into account when undertaking the task in this Unit.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This is a practical Unit which gives candidates the opportunity to participate in a work-related task. Candidates should be given the opportunity to find out about the tasks involved in a range of jobs, for example, receptionist, secretary, janitor, caterer, waiting staff. Learning should be made as interesting as realistically possible and use can be made of guest speakers, video, picture cards, games and where appropriate, talking in groups, for example about the tasks people do and the resources that people need to carry out these tasks. The teacher/lecturer or classroom assistant would lead the group discussion.

This Unit provides opportunities for the candidate to make choices, express personal opinions and to take part in a work related task. It is expected that candidates will need some help to identify the work-related tasks and the resources involved in carrying out these tasks. The teacher/lecturer will specify three or four tasks and the candidate will identify the **one** task which he/she will complete.

The work related task could be a task supported by the teacher, lecturer, person in the job or by the supervisor in a workplace, or could involve work shadowing a member of staff in the college/school. The types of task that the candidate could undertake might include sweeping the floor, moving tables, taking a message, answering the telephone.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

## National Unit Specification: support notes (cont)

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### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are no Core Skills at Access 1 level.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Candidates should be allowed to use their normal mode of communication while undertaking this Unit. Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during the formative assessment in order to prepare them for the formal Unit assessment.

Performance evidence of candidate achievement is required for example:

Performance Criterion (a) could be assessed through a matching exercise demonstrating the candidate's ability to correctly identify two work related tasks. Candidates may be given an activity and a selection of possible tasks. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

Possible activities	Tasks involved in activities	Resources required
Cleaning floors	Hoovering, mopping, sweeping	Hoover, mop/pail, brush
Cleaning work surfaces	Dusting, polishing,	Duster, polish
Preparing food	Chopping, peeling, mixing ingredients,	Food, knife, bowl/spoon
Serving food	Putting food on to plates, taking plates to customers.	Plates, serving spoons, appropriate clothing
Office work	Photocopying, delivering mail, answering the phone, general deliveries	Phone, paper, desk, photocopier

## National Unit Specification: support notes (cont)

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Performance Criterion (b) a matching exercise demonstrating the candidate's ability to correctly identify one resource needed for each task selected in Performance Criterion (a). Candidates may be given a selection of resources and match two to the tasks identified. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

Performance Criterion (c) assessor observation checklist and/ or annotated photo or video evidence recording candidate's participation in the work related task.

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. As candidate evidence may be generated by performance evidence for this Unit, records should be kept of each candidate's performance. This evidence could be in the form of checklists completed by a responsible person observing the performance or recording the answers to questions, or they may be in the form of audio or video recordings of the candidate's responses or in the form of photographic evidence.

All checklists and logs of audio, video, photographic records must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

An example of a blank assessment checklist for this Unit is provided at Appendix 1 along with an example of a completed checklist. Centres may use the blank checklist provided or produce their own version.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk))

## National Unit Specification: Appendix 1

### Personal Development: Completing a Work Related Activity (Access 1)

Observation Checklist for recording candidate's performance

Work related activity .....

Name of candidate .....

<b>Performance Criteria</b>	<b>Comment</b>	<b>Date achieved</b>
(a) Identify two work related tasks		
(b) Identify one resource required for each task		
(c) Participate in one work related task		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

## National Unit Specification: Appendix 2

### Personal Development: Completing a Work Related Activity (Access 1)

Example of a completed Observation Checklist recording a candidate's performance

Work related activity .....*Cleaning floors*.....

Name of candidate .....*Sharon McLean*.....

<b>Performance Criteria</b>	<b>Comment</b>	<b>Date achieved</b>
(a) Identify two work related tasks	<i>Sharon identified the pictures showing hoovering and sweeping</i>	<i>13/06/08</i>
(b) Identify one resource required for each task	<i>Sharon identified the picture of a hoover and the picture of a brush.</i>	<i>13/06/08</i>
(c) Participate in one work related task	<i>Sharon used the hoover to clean the carpets in entrance hallway and the admin office.</i>	<i>13/06/08</i>

The named candidate has successfully completed this Unit.

Teacher/lecturer signature *Steven Mair*

Date *13/06/08*