

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.

Certificate of Work Readiness: SCQF level 4

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Award Structure

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
Skills for Customer Care	F38W 10	1	4	6
Skills Development Scotland customized unit: Practical Work Place Skills	H188 04	1	4	19
Optional Units (1 SQA credit required)				
Personal Development: Self and Work	F37X 10	1	4	6
Personal Development: Self and Work	H18P 44	1	4	6

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 does (giving consideration to the fact that they require

	<p>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 SDS Customised Unit: <i>Practical Work Place Skills (SCQF Level 4)</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
Deliver the underpinning and preparatory knowledge and understanding for the placement activity	<p>Delivery of the SQA unit: <i>Responsibilities of Employment</i> -complete</p> <p>Delivery of the SQA unit: <i>Dealing with Work Situations</i> - complete</p> <p>Begin delivery of the unit: <i>Personal Development: Self and Work</i></p>

	<p>Begin delivery of the unit: <i>Skills for Customer Care</i></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 SDS Customised Unit: <i>Practical Work Place Skills (SCQF Level 4)</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: <i>Personal Development: Self and Work</i></p> <p>Complete delivery of the SQA unit: <i>Skills for Customer Care</i></p> <p>Continue to provide underpinning knowledge to support the learner to complete the unit: <i>Practical Work Place Skills</i></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.

Equality and Inclusion

Within any course that involves a specified period of work experience there will be specific activities with which individual learners may experience particular challenges. In the Certificate of Work Readiness (and particularly in relation to the delivery of "*Practical Workplace Skills*"), there may be specific issues with use of the equipment or tasks required for that work place or, for particular learners, the stipulated terms and conditions of the work experience placement (at least 24 hours per week for 190 hours total) may not be possible. In such cases, reasonable adjustments may be appropriate, including (for example) an adaptation to the time spent in the workplace for the working week or exemption from carrying out particular work place tasks.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives and the guidance given in these arrangements documents is designed to sit alongside these duties, but is specific to the delivery and assessment of the Certificate of Work Readiness course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: <http://www.sqa.org.uk/sqa/14977.html>

We would particularly request that providers consider the quality assurance requirements of any individual adapted assessment arrangement including:

- Evidence of internal verification of the adapted arrangement
- Confirmation from the candidate of the need for adaptation
- Evidence of the candidate's disability and/or additional support need and how this affects assessment
- Evidence of the candidate's need for a particular assessment arrangement

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)***