Next Generation Higher National Unit Specification

Work-based Learning (SCQF level 7)

Unit code: J7N3 47

SCQF level: 7 (24 SCQF credit points)

Valid from: session 2023–2024

Prototype unit specification for use in pilot delivery only (version 1.0) August 2023

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

Unit purpose

This is a non-specialist unit designed for learners in the workplace. The focus of the unit is personal development, and learning about:

♦ an industry sector
♦ an organisation
♦ a work role
♦ one's self

Learners must occupy a work role in an organisation while carrying out the unit. This could be either as an employee or as a learner in a work placement, or a voluntary role in the workplace.

The unit provides the opportunity for learners to develop their knowledge and understanding of:

♦ organisational structures and processes
♦ work roles
♦ national and/or industry standards
♦ professional standards
♦ performance management
♦ relevant careers

Learners apply their vocational knowledge and skills to a range of workplace activities by performing a specific work role as part of their learning experience. They develop a range of meta-skills in self-management, social intelligence and innovation and record their personal and professional development.

On completion of the unit, learners have gained an enhanced understanding of:

♦ the standards and codes of conduct expected from employees in their chosen industry
♦ the requirements of a specific job role
♦ career opportunities and structures in the industry sector of their organisation
♦ the processes and procedures employed in a workplace

Unit outcomes

Learners who complete this unit can:

1   describe an organisation, its industry context, career structure and any relevant professional or regulatory standards
2   develop an individual learning plan for a specific workplace that reflects identified learning goals
3   demonstrate personal development and professional behaviours in a workplace setting
4   demonstrate development of meta-skills and an understanding of sustainability issues in a workplace setting
5   evaluate the implementation of their learning plan

Evidence requirements

Learners must provide knowledge, product and performance evidence.

Knowledge evidence

Learners must produce knowledge evidence relating to each of the knowledge statements in the 'Knowledge and skills' section. They can present their evidence in a range of media. The standard of evidence must be consistent with the SCQF level of the unit.

Product evidence

Learners must generate product evidence in a workplace setting, in workplace conditions, including:

♦   a description of the organisation that is the basis of their work-based learning experience
♦   a detailed personal development plan that identifies learning and/or development goals for a set period of time, to include:
   — any identified learning or development needs
   — resources or support required to meet their learning or development goals
   — knowledge and skills required to meet their learning or development goals
   — specific, measurable, achievable, realistic and time-bound (SMART) objectives
   — a timeline showing planned and actual milestone events
♦   evidence of the employer's agreement to their learning or development plan
♦   a self-reflection report on their work-based learning or development experience, that includes:
   — a learning log that relates to their personal learning development plan
   — an analysis and evaluation of personal learning or development, in terms of meeting the objectives of their learning plan
   — reflection on specific work-related skills and meta-skills developed during the work-based learning or development experience
   — future learning or development needs, and identification of any gaps in knowledge or experience
   — an understanding of sustainability issues in the workplace setting

Performance evidence

Learners must demonstrate performance evidence in a workplace setting, in workplace conditions, including:

♦ appropriate professional behaviours in the workplace setting — this can take the form of a set of rubrics from which a manager or supervisor selects learner behaviours they have observed
♦ digital skills, including data skills and secure online practice
♦ sustainable working practices

Learners can produce evidence in lightly-controlled conditions over the duration of the unit. Authentication is required when the evidence is produced in lightly-controlled conditions. This can take the form of a witness statement from approved individuals in the employer's organisation or a performance review, or similar.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
Learners should understand: ♦ the organisation type, context and management structures, and what sector of industry it sits in ♦ job roles ♦ organisational planning: — vision statements — corporate objectives — operational plans ♦ policies and processes ♦ industry and professional standards and any specific legislation relevant to the industry, including occupational standards (where applicable) ♦ professional and industry bodies relevant to the sector ♦ codes of practice governing the type of work that learners carry out (where applicable) ♦ project planning ♦ professional development and career progression in the specific workplace ♦ digital and data literacy ♦ cyber-security hygiene (online safety) ♦ reflective practice ♦ industry-specific sustainability issues, United Nations Sustainable Development Goals (UN SDGs)	Learners can: ♦ negotiate a work-based learning agreement to benefit one's self and work ♦ establish a learning log system and demonstrate record-keeping skills ♦ develop a strategy for improving priority areas of skills ♦ demonstrate time-keeping and time management skills ♦ evidence technical skills ♦ apply project planning skills ♦ demonstrate team working and interpersonal skills ♦ demonstrate communication and collaboration skills ♦ identify and develop meta-skills ♦ apply digital skills, including data skills and secure online practice ♦ demonstrate reflective practice ♦ demonstrate awareness of sustainability in relation to UN SDGs

Meta-skills

Throughout the unit, learners develop meta-skills of self-management, social intelligence and innovation to enhance their employability in the industry sector in which they are situated.

The following suggestions may help shape delivery and assessment and may vary depending on the workplace. You should encourage learners to develop a minimum of one area in each of the three categories.

Self-management

This meta-skill includes:

♦ focusing: completing assessments to clear deadlines; being proactive in planning and developing assessment responses

♦ integrity: acting in an ethical way to complete assessments and carry out tasks in the workplace; developing good working relationships with peers; honouring work commitments

♦ adapting: acquiring new knowledge and skills in the workplace; using different technologies to communicate; reflecting on performance to improve approach; being flexible when faced with unexpected or changing circumstances

♦ initiative: starting work to provide evidence for assessment as early as possible; decision making; self-motivation

Social intelligence

This meta-skill includes:

♦ communicating: listening to and discussing complex work-related information; explaining and sharing written or oral ideas

♦ feeling: respecting other viewpoints when addressing conceptual misunderstandings

♦ collaborating: working together to find solutions to problems, and sharing results; taking account of others in planning and carrying out work-related tasks; building relationships with peers

♦ leading: taking responsibility to achieve goals; taking account of others; sharing information

Innovation

This meta-skill includes:

♦ curiosity: seeking knowledge of aspects of the workplace

♦ creativity: developing new ways of working and approaching tasks

♦ sense-making: considering and evaluating different ideas

♦ critical thinking: making logical connections and reasoned judgements; drawing conclusions based on evidence of their own performance in the workplace; applying theory to practice

Learning for Sustainability

Learning for Sustainability aims to build the values, attitudes, knowledge, skills and confidence needed to develop practices and make decisions that are compatible with a sustainable and equitable society. In the unit, there are opportunities to link to the UN SDGs.

Learners develop broader skills in learning for sustainability through engaging with the environmental policies of their organisation and their participation in practices that foster sustainability.

This unit fits with the following UN SDGs:

♦ SDG 8 — Decent work and economic growth: through studying ideas of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
♦ SDG 9 — Industry, innovation and infrastructure: through understanding how to build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation

Delivery of unit

This unit is a stand-alone unit. You can deliver the unit as part of a named group award.

The unit delivery time is a notional 120 hours of contact time for delivery and assessment. We expect learners to carry out a large part of these hours in the workplace. The actual time taken depends on the workplace and the role carried out by the learner.

We suggest the following distribution of time, including assessment:

Outcome 1 — Describe an organisation, its industry context, career structure and any relevant professional or regulatory standards
(15 hours)

Outcome 2 — Develop an individual learning plan for a specific workplace that reflects identified learning goals
(15 hours)

Outcome 3 — Demonstrate personal development and professional behaviours in a workplace setting
(60 hours)

Outcome 4 — Demonstrate development of meta-skills and an understanding of sustainability issues in a workplace setting
(15 hours)

Outcome 5 — Evaluate the implementation of their learning plan
(15 hours)

Additional guidance

The guidance in this section is not mandatory.

Approaches to delivery

As course leader, you should organise discussions between centre staff, employers (or workplace mentors) and learners. This should help to determine learners' objectives, and the work activities that can help them to achieve them. Learners' objectives should consider the industry sector in which they are gaining practical experience, the nature of the workplace itself, and the learning that is agreed by all parties as being consistent with SCQF level 7.

Employers or workplace mentors should provide learners with detailed information about the workplace and its industry sector, while you are responsible for developing knowledge aspects such as project planning, time management and reflective practice. You should agree on this division of responsibilities contractually with the employer, to avoid the possibility of knowledge and skills requirements being overlooked. Learners gain technical knowledge and skills in the workplace.

Learners' workplace experiences must provide them with opportunities to develop their meta-skills and awareness of sustainability issues for their organisation.

Approaches to assessment

You can assess work-based learning through:

♦ actual (live) practice
♦ a form of recording of practice
♦ evidence produced as a consequence of practice
♦ a reflective commentary on practice
♦ combinations of the above

For example, in a technical context, learners may produce evidence such as:

♦ a technical report written in the course of their work (for example an investigation, design study or feasibility report)
♦ a portfolio relating to one or two projects, together with a linking commentary (for example a collection of data tied together by an aim, an outcome and a rationale)
♦ a record of a technical presentation they have given

In their portfolios (or other accounts of experience) learners should reflect on their experiences, including an acknowledgement of what they have learned from others, and the implications that their learning has for future workplace practice.

Learners' portfolios might include some, or all, of these types of evidence:

- self-reflection
- peer assessments
- case studies
- media content accessed, and a reflection on its relevance
- a professional competency framework checklist
- a reflection on continuing professional development (CPD) courses attended

Learners can present their evidence in a range of media. They may gather evidence in other ways, such as through a learning log with a timeline, along with their portfolio evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Information for learners

Work-based Learning (SCQF level 7)

This information explains:

♦ what the unit is about
♦ what you should know or be able to do before you start
♦ what you need to do during the unit
♦ opportunities for further learning and employment

Unit information

This unit provides you with the opportunity to develop your knowledge and understanding of work-based learning. It gives you freedom and scope to develop learning elements that are meaningful to you and to your work.

You can discuss the nature and extent of your learning with your course leader and, where appropriate, your workplace mentor. Your learning is based on the context of the industry sector in which you are working.

You apply the knowledge and theory you learn as part of the unit to tasks and situations in the workplace. You are responsible for organising your own learning. However, learner-centred resources such as the following will support you in your learning:

♦ networking
♦ shadowing
♦ use of flexible learning materials

Your work-based learning experiences and activities provide you with evidence of your achievement. You must identify and record appropriate work-based learning and assessment evidence to meet the unit outcomes and evidence requirements. There are several ways you can do this, such as maintaining a learning log or building up a portfolio. You can capture evidence in a range of media, including audio and video. To extend your knowledge, skills or practices, you review and critically analyse your own learning needs in relation to your work practices.

You develop your meta-skills, including self-management, social intelligence and innovation, as you take part in learning and workplace activities, and produce assessment responses. Improving meta-skills, such as organising your time (self-management) and communicating ideas clearly (social intelligence), is useful for current and future study, and employment.

You gain an understanding of the concepts relating to sustainability, including the relevance of the United Nations Sustainable Development Goals (UN SDGs) to you and your workplace.

On completion of the unit, you have competencies that enable you to progress further in your workplace career or advance to higher levels of study.

Administrative information

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Superclass: AF

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.