

Unit Title: Identify goals for a work placement and complete work related tasks

OCR unit number: 7
 Level: Entry 3
 Credit value: 3
 Guided learning hours: 25
 Unit reference number: H/506/8973

Unit aim and purpose

This unit will enable learners to identify a work placement and to complete work related tasks. These can be done during a work placement or through simulated activities.

Learners will know how well they performed when completing work related tasks to identify whether their personal goals have been achieved and to identify improvements for future work related tasks.

| Learning Outcomes | Assessment Criteria | Teaching Content i.e. – must be covered e.g. – suggestions for coverage |
|---|--|--|
| <p>The Learner will:</p> <p>1 Be able to identify goals for a work placement</p> | <p>The Learner can:</p> <p>1.1 Identify personal goals to be achieved in a work placement</p> <p>1.2 State an organisation for a proposed work placement</p> <p>1.3 Identify a method of transport to the proposed work placement</p> | <p>Personal goals e.g.</p> <ul style="list-style-type: none"> • arrive on time • show enthusiasm • learn new skills • build confidence. <p>i.e.</p> <ul style="list-style-type: none"> • name of the organisation • main activity of the organisation • location of the organisation. <p>e.g.</p> <ul style="list-style-type: none"> • bus/train route • taxi • organise a lift • walk. |

| Learning Outcomes | Assessment Criteria | Teaching Content i.e. – must be covered e.g. – suggestions for coverage |
|---|---|---|
| 2 Know how to behave during a work placement | 2.1 Identify the behaviour expected during a work placement 2.2 State why it is important to behave appropriately | e.g. <ul style="list-style-type: none"> • arrive on time • work hard • be reliable • dress correctly • be clean and tidy • wear appropriate Personal Protection Equipment (PPE) • be helpful. e.g. <ul style="list-style-type: none"> • may affect the work of others • could prevent an accident • representing the business. |
| 3 Be able to complete work related tasks | 3.1 Complete work related tasks 3.2 Demonstrate appropriate skills or personal attributes when completing tasks | Tasks may be completed with supervision and assistance. Tasks can be completed during a work placement or simulated. Skills or personal attributes, e.g. <ul style="list-style-type: none"> • communicate with customers/colleagues • listening to instructions • following instructions • attention to detail when completing forms • being reliable by turning up every day. |
| 4 Know how well they performed and what they could do better when completing work related tasks | 4.1 Identify whether their personal goals have been met 4.2 Identify skills or personal attributes used when completing work related tasks | Assessment of personal goals set in LO1 by yes or no, with specific examples to justify the decisions. Skills or personal attributes, e.g. <ul style="list-style-type: none"> • communication skills • ICT skills • answering the phone • confidence • patience. |

| Learning Outcomes | Assessment Criteria | Teaching Content i.e. – must be covered e.g. – suggestions for coverage |
|-------------------|--|---|
| | 4.3 Identify personal improvements needed when completing work related tasks | e.g. <ul style="list-style-type: none"> • work more quickly • listen to instructions • ask for help when required. |

Assessment

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached, these are available on the qualification webpage.

When candidates complete a task, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by annotating the candidate work and signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Evidence requirements

Evidence can be produced either through real work or by means of simulated activities.

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific evidence requirements for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

Guidance on assessment and evidence requirements

The unit content describes what has to be taught to ensure that candidates are able to access a pass.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications 2014/15*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangement and Reasonable Adjustments 2014-2015* for information on how to assist candidates with special access requirements.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
|-----------------------------|---|--------------|--|--|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | ✓ | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | ✓ |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | |

Resources

Access to sources of under-pinning knowledge such as centre teaching materials, books, journals, etc., might be of help.

The following resources are available on the OCR website www.ocr.org.uk:

- Unit specification
- Candidate evidence booklets, evidence requirements and evidence checklists for each unit
- Delivery guides and lesson elements for each unit
- Administration documents: Submission Cover Sheet

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications 2014/15*' on the OCR website www.ocr.org.uk.