

Unit Title: Plan for and reflect on a work placement

OCR unit number: 18
 Level: 2
 Credit value: 3
 Guided learning hours: 25
 Unit reference number: R/506/8984

Unit aim and purpose

This unit will enable learners to complete tasks independently during a work placement by identifying personal goals, planning their travel and researching the organisation.

Learners will reflect on individual performance during the work placement to assess whether the personal goals have been achieved and to identify improvements for future work placements.

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 plan for a specific work placement</p>	<p>The Learner can:</p> <p>1.1 Plan how personal goals will be achieved in the work placement</p> <p>1.2 Plan the work placement</p>	<p>i.e.</p> <ul style="list-style-type: none"> • the importance of personal goals • how personal goals will be achieved. <p>Personal goals, e.g.</p> <ul style="list-style-type: none"> • to learn new skills available at the work placement and how they might be used in the future • to find out if this type of work is enjoyable and how this will impact on future career choice. <p>i.e.</p> <ul style="list-style-type: none"> • name of the organisation • main activity of the organisation • sector (e.g. construction, engineering) <p>e.g.</p> <ul style="list-style-type: none"> • start date and end date of the work placement • start and finish times

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
		<ul style="list-style-type: none"> • name of supervisor • type of work to be done during the work placement • dress code.
	1.3 Organise personal arrangements for attending a work placement	<p>i.e.</p> <ul style="list-style-type: none"> • confirm acceptance of work placement • transport arrangements. <p>e.g.</p> <ul style="list-style-type: none"> • organising/confirming childcare • checking on access arrangements • confirming facilities available in the workplace • contact employer to confirm dress code.
2 Understand the importance of exhibiting the behaviour expected during the work placement	<p>2.1 Outline the behaviour expected during the work placement</p> <p>2.2 Explain the consequences of not exhibiting expected behaviour during the work placement</p>	<p>e.g.</p> <ul style="list-style-type: none"> • arrive on time • work hard • be reliable • dress correctly • be clean and tidy • wear Personal Protection Equipment (PPE) • be helpful. <p>e.g.</p> <ul style="list-style-type: none"> • lateness may affect the work of others • may be sent home if not wearing correct Personal Protection Equipment (PPE) • may be a disciplinary offence if you don't behave appropriately.
3 Be able to complete tasks independently during the work placement	3.1 Perform appropriate work placement tasks independently	Learners should understand that appropriate tasks should be completed independently with minimal checks.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.2 Demonstrate skills or personal attributes when completing tasks	<p>Skills or personal attributes, e.g.</p> <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 on time, every day.
4 Understand how to assess own performance during the work placement	<p>4.1 Assess whether personal goals have been met</p> <p>4.2 Explain how skills or personal attributes were learned or developed during the work placement</p> <p>4.3 Assess how a skill or personal attribute learned or developed contributed to their performance</p>	<p>Assessment of personal goals set in LO1 by yes or no, with specific examples to justify the decisions.</p> <p>Skills or personal attributes learned/developed, e.g.</p> <ul style="list-style-type: none"> • improved communication skills • developed ICT skills • become more confident • confident with unfamiliar people • patient if something is difficult. <p>Contribution of skill or personal attribute, e.g.</p> <ul style="list-style-type: none"> • becoming more confident in dealing with unfamiliar people – enables the learner to talk to customers. • learning how to use excel – enables the learner to complete a spreadsheet showing sales. • enthusiasm to learn – cultivates greater knowledge of the business and broadens experience.

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	4.4 Reflect on the changes needed to improve performance in future employment	Changes or ideas for improvement could include, e.g. <ul style="list-style-type: none"> • showing more initiative so a future employer will know that learner can work independently and effectively. • taking time checking any written work so that mistakes are not made on a job application form. • being more organised so that learner is on time for any job interview.

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.