



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 2

UNIT 18 – PLAN FOR AND REFLECT ON A
WORK PLACEMENT

DELIVERY GUIDE

November 2015

INTRODUCTION

Introduction	3
Links to Cambridge Progression unit(s)	4
Unit 18 – Plan for and reflect on a work placement	6
Learning Outcome 1 - Be able to plan for a specific work placement	9
Learning Outcome 2 - Understand the importance of exhibiting the behaviour expected during the work placement	11
Learning Outcome 3 - Be able to complete tasks independently during the work placement	12
Learning Outcome 4 - Understand how to assess own performance during the work placement	14
Activity web page links	16



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2015 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Thumbs up and down icons: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 2 unit(s)
1 Be able to plan for a specific work placement	1 - What are my work placement goals going to be?	1.1	5450 - Manage discussions LO1 5725 - Listen to and respond in a constructive manner LO1
	2 - How do I plan for my placement?	1.2	5429 - Read for implied purpose and meaning LO1, LO2 5447 - Speak to communicate information, ideas and opinions LO1, LO3
	3 - What personal arrangements do I need to make for my work placement?	1.3	5442 - Plan and adapt texts LO1, LO2, LO3 5439 - Construct simple sentences LO1, LO2, LO3, LO4
2 Understand the importance of exhibiting the behaviour expected during the work placement	1 - What is expected of me?	2.1	5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5450 - Manage discussions LO1, LO2, LO3, LO4
	2 - How do I make sure I am ready to go on my work placement?	2.1, 1.3	5429 - Read for implied purpose and meaning LO1
	3 - What are the consequences of not behaving appropriately?	2.2	5439 - Construct simple sentences LO4

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 2 unit(s)
3 Be able to complete tasks independently during the work placement	1 - What will I be doing on my work placement?	3.1, 3.2	5725 - Listen to and respond in a constructive manner LO1, LO2
	2 - Can I practise tasks before my placement?	3.1, 3.2	5447 - Speak to communicate information, ideas and opinions LO1, LO3
	3 - How do I make sure I get the most out of my placement?	3.2	5429 - Read for implied purpose and meaning LO1
4 Understand how to assess own performance during the work placement	1 - What have I gained from my work placement?	4.1, 4.2	5725 - Listen to and respond in a constructive manner LO1
	2 - How well did I do?	4.1, 4.3	5439 - Construct simple sentences LO4 5447 - Speak to communicate information, ideas and opinions LO1
	3 - What do I need to do to improve my performance in future employment?	4.4	5429 - Read for implied purpose and meaning LO1

UNIT 18 – PLAN FOR AND REFLECT ON A WORK PLACEMENT

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

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 Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Be able to plan for a specific work placement	1.1 Plan how personal goals will be achieved in the work placement	ie <ul style="list-style-type: none"> • their importance of personal goals • how personal goals will be achieved. Personal goals, eg <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.
	1.2 Plan the work placement	ie <ul style="list-style-type: none"> • name of the organisation • main activity of the organisation • sector (eg construction, engineering). eg <ul style="list-style-type: none"> • start date and end date of work placement • start and finish times • name of supervisor • type of work to be done • dress code.
	1.3 Organise personal arrangements for attending a work placement	ie <ul style="list-style-type: none"> • confirm acceptance of work placement • transport arrangements eg <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.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Understand the importance of exhibiting the behaviour expected during the work placement	2.1 Outline the behaviour expected during the work placement	eg <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.
	2.2 Explain the consequences of not exhibiting expected behaviour during the work placement	eg <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.
	3.2 Demonstrate skills or personal attributes when completing tasks	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 on time, every day.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Understand how to assess own performance during the work placement	4.1 Assess whether personal goals have been met	Assessment of personal goals set in LO1 by yes or no, with specific examples to justify the decisions
	4.2 Explain how skills or personal attributes were learned or developed during the work placement	Skills or personal attributes learned/developed, eg <ul style="list-style-type: none"> • improved communication skills • developed ICT skills • become more confident • confident with unfamiliar people • patient if something is difficult.
	4.3 Assess how a skill or personal attribute learned or developed contributed to their performance	Contribution of skill or personal attribute, eg <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.
	4.4 Reflect on the changes needed to improve performance in future employment	Changes or ideas for improvement could include, eg <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.

LEARNING OUTCOME 1 – BE ABLE TO PLAN FOR A SPECIFIC WORK PLACEMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Be able to plan for a specific work placement	1.1 Plan how personal goals will be achieved in the work placement
	1.2 Plan the work placement
	1.3 Organise personal arrangements for attending a work placement

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 What are my work placement goals going to be?	Learners could use Task 1 in the lesson element 'The work placement.' They could rank the skills and personal attributes according to how good they are at each. Learners could then discuss which of these they will have as their goals for their work placement. To build on this exercise, learners could ask a partner to rank the skills and personal attributes for them and then compare any differences. The tutor could also work through the PowerPoint presentation in Link 1. See page 16 for activity web page links.	40 minutes	1.1	5450 - Manage discussions LO1 5725 - Listen to and respond in a constructive manner LO1
2 How do I plan for my placement?	Learners could use Links 2 and 3 to help them plan for their placement. Learners could research the benefits of a work placement and where to find a work placement. At Level 2 learners should be encouraged to make more of the decisions about their placement themselves where appropriate. Link 4 gives learners specific advice about preparing for a work placement interview. Learners could role play the interview and give feedback to others in the group. See page 16 for activity web page links.	1 hour	1.2	5429 - Read for implied purpose and meaning LO1, LO2 5447 - Speak to communicate information, ideas and opinions LO1, LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 What personal arrangements do I need to make for my work placement?	Learners could brainstorm the personal arrangements they need to make for their work placement. Using Link 5 learners could find a suitable business where they would like to complete a work placement. They could then write a letter to the Human Resources Department asking for clarification of the issues they thought of during their brainstorm activity. See page 16 for activity web page links.	30 minutes	1.3	5442 - Plan and adapt texts LO1, LO2, LO3 5439 - Construct simple sentences LO1, LO2, LO3, LO4

LEARNING OUTCOME 2 – UNDERSTAND THE IMPORTANCE OF EXHIBITING THE BEHAVIOUR EXPECTED DURING THE WORK PLACEMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Understand the importance of exhibiting the behaviour expected during the work placement	2.1 Outline the behaviour expected during the work placement
	2.2 Explain the consequences of not exhibiting expected behaviour during the work placement

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 What is expected of me?	Using Link 6 learners need to read the information pack given to new employees. Using this pack they need to extract examples of behaviour expected of individuals at work. Which of these behaviours would relate to any job? Learners could then discuss which are the most important behaviours and give reasons for this. See page 16 for activity web page links.	30 minutes	2.1	5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5450 - Manage discussions LO1, LO2, LO3, LO4
2 How do I make sure I am ready to go on my work placement?	It is important to be prepared before going to the work placement. Using Link 7 learners could answer the questions and carry out the research tasks on page 5. Some of these tasks will also be ongoing and can be used by the learners to find out information during their placement. See page 16 for activity web page links.	30 minutes	1.3, 2.1	5429 - Read for implied purpose and meaning LO1
3 What are the consequences of not behaving appropriately?	Learners could discuss the consequences of not behaving appropriately in the workplace. They could then complete Task 2 in the lesson element 'The work placement'. This task considers the consequence to the employee and for the employer. It is important that learners see that their actions have consequences. Learners could role play the scenarios to think about different outcomes to these situations.	30 minutes	2.2	5439 - Construct simple sentences LO4

LEARNING OUTCOME 3 – BE ABLE TO COMPLETE TASKS INDEPENDENTLY DURING THE WORK PLACEMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to complete tasks independently during the work placement	3.1 Perform appropriate work placement tasks independently
	3.2 Demonstrate skills or personal attributes when completing tasks

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 What will I be doing on my work placement?	Using Link 8 learners could watch the videos entitled 'Working as an apprentice.for a day'. During these videos learners need to note down the tasks that were performed by the apprentices. They could also note down the skills and personal attributes demonstrated when completing the tasks. Learners could compare notes and see which skills and personal attributes were used in the different roles. Learners could then discuss what they think they will be doing on their work placements. See page 16 for activity web page links.	30 minutes	3.1, 3.2	5725 - Listen to and respond in a constructive manner LO1, LO2
2 Can I practise tasks before my placement?	So that learners are used to following instructions and communicating with different people it would be useful to complete role play exercises before the placement. These could include communication tasks eg: answering the telephone, giving a message, sending an email. Customer service tasks eg: acting as the customer and sales assistant, greeting visitors to the school/college.	30 minutes	3.1, 3.2	5447 - Speak to communicate information, ideas and opinions LO1, LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 How do I make sure I get the most out of my placement?	Learners could read the information in Link 9 about skills and personal attributes sought after by employers. They could make themselves a checklist of all of these skills and personal attributes. When on the work placement they could tick off the skills and personal attributes as they have demonstrated them. This exercise will be useful for completing LO4. See page 16 for activity web page links.	20 minutes	3.2	5429 - Read for implied purpose and meaning LO1

LEARNING OUTCOME 4 – UNDERSTAND HOW TO ASSESS OWN PERFORMANCE DURING THE WORK PLACEMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Understand how to assess own performance during the work placement	4.1 Assess whether personal goals have been met
	4.2 Explain how skills or personal attributes were learned or developed during the work placement
	4.3 Assess how a skill or personal attribute learned or developed contributed to their performance

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 What have I gained from my work placement?	Many learners set a goal, such as being to improve confidence. Using Link 10 learners could watch the video and then discuss how the students improved their confidence. Learners could share their experiences on work placement with others in the group. Learners could check on their self-motivation by using Link 11. This quiz helps learners to see whether or not they will succeed in meeting goals. See page 16 for activity web page links.	30 minutes	4.1, 4.2	5725 - Listen to and respond in a constructive manner LO1
2 How well did I do?	Learners need to be encouraged to evaluate their performance on their work placement. Using Link 7, learners could answer the questions on page 9. Learners could complete Task 3 in the lesson element 'The work placement'. Learners need to explain how skills and personal attributes would help an employee to succeed. In groups learners could then reflect on their own skills and personal attributes demonstrated during their placement. See page 16 for activity web page links.	30 minutes	4.1, 4.3	5439 - Construct simple sentences LO4 5447 - Speak to communicate information, ideas and opinions LO1

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 What do I need to do to improve my performance in future employment?	In Link 12, a student writes about their work placement. This article includes things to do differently next time. Learners need to read the article. They could then make a note of the 10 different tips. Highlight which of these they have done. Any they haven't done but could do should also be included. Learners could then write themselves an action plan for future work placements or employment. See page 16 for activity web page links.	30 minutes	4.4	5429 - Read for implied purpose and meaning LO1

ACTIVITIES WEB PAGE LINKS

Note to Tutors: if learners do not have access to the internet, please print resources for use with the activities.



Link 2

http://www.thebigchoice.com/Placements/Advice/Benefits_of_a_Work_Placement.html



Link 4

http://www.thebigchoice.com/Placements/Advice/Interview_Advice.html



Link 6

<http://www.monmouthshire.gov.uk/app/uploads/2014/08/Employment-rules-and-expectations.pdf>



Link 8

<http://www.bbc.co.uk/education/topics/zvbcjxs/resources/2>



Link 10

<http://www.bbc.co.uk/education/clips/zsnm6sg>

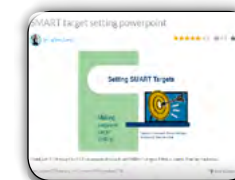


Link 12

<http://www.thesprout.co.uk/en/news/top-10-tips-k-experience/03955.html>

Link 1

<https://www.tes.co.uk/teaching-resource/smart-target-setting-powerpoint-6064479>



Link 3

http://www.thebigchoice.com/Placements/Advice/Finding_a_Work_Placement.html



Link 5

<https://www.gov.uk/jobsearch>



Link 7

http://www.fairtrain.org/uploaded_files/1061/images/youth_handbook_20.12.13.pdf



Link 9

http://www.prospects.ac.uk/applying_for_jobs_what_skills_do_employers_want.htm



Link 11

http://www.mindtools.com/pages/article/newLDR_57.htm





Life **SKILLS**

www.ocr.org.uk



@ocrexams



[linkedin.com/
company/ocr](https://www.linkedin.com/company/ocr)

Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

Telephone: 02476 851509

Email: vocational.qualifications@ocr.org.uk

