

Unit Title:	Preparing for and learning from a work placement
OCR unit number:	Unit 13
Level:	Level 1
Credit value:	3
Guided learning hours:	25
Unit reference number:	Y/505/4083

Unit aim and purpose

This unit will enable learners to complete tasks during a work placement by identifying personal goals, planning their travel and researching the organisation including skills, attributes and behaviours needed for the work placement. Learners will reflect individual performance before and 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 prepare for a specific work placement</p>	<p>The Learner can:</p> <p>1.1 Outline a work placement, to include:</p> <ul style="list-style-type: none"> • sector • name of organisation • main purpose of organisation • main activities of organisation <p>1.2 Outline personal goals to be achieved in a work placement</p>	<p>Outline a work placement, i.e.:</p> <ul style="list-style-type: none"> • sector e.g. construction, engineering • name of the organisation in full • purpose of the organisation e.g. Freshfield Animal Rescue’s purpose is to care for and rehome animals that are sick, injured or abandoned animals in the local area • main activities of the organisation e.g. JA N Other Garage is to MOT vehicles, repair accident damaged vehicles, sell vehicles and provide breakdown recovery <p>Personal goals, e.g.:</p> <ul style="list-style-type: none"> • to develop team working skills with new people • to find out if this type of work would be a suitable career choice

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	<p>1.3 Outline information relating to a work placement, to include:</p> <ul style="list-style-type: none"> • organisation postal address (in full) • contact name and telephone number • supervisor details • type of work • start and end dates • daily start and finish times • dress code/clothing requirements <p>1.4 Describe the importance of identifying information in relation to a work placement</p> <p>1.5 Plan travel arrangements to a work placement</p>	<p>Information and its importance for a work placement, i.e.:</p> <ul style="list-style-type: none"> • organisation address e.g. to plan travel arrangements • contact name and telephone number e.g. name of person to contact if late or unable to attend work placement • name of supervisor e.g. in order to greet appropriately • type of work to be done during work placement e.g. to feel confident by knowing what you might be expected to do • start date and end date of placement e.g. so arrangements can be made • start/finish times e.g. to plan travel arrangements <p>Travel arrangements, e.g.:</p> <ul style="list-style-type: none"> • selecting the best bus route • booking a taxi • identifying how long it takes to walk from home • organising a lift
<p>2 Understand the personal conduct expected of an individual during a work placement</p>	<p>2.1 Explain the behaviour expected of an individual on a work placement</p> <p>2.2 Explain the importance of individual's personal attributes whilst on a work placement</p>	<p>Behaviours expected, e.g.:</p> <ul style="list-style-type: none"> • arriving on time as lateness may affect the work of others • arriving ready for work as if wearing incorrect clothing may be sent home to change <p>Personal attributes expected, e.g.:</p> <ul style="list-style-type: none"> • being helpful as it improves atmosphere at work • asking questions as it shows interest and will help to ensure work tasks completed correctly

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	2.3 Explain reasons why personal hygiene is important on a work placement	Personal hygiene and its importance, e.g.: <ul style="list-style-type: none"> • clean hands and fingernails on a food counter so germs not spread • clean and ironed clothing in a retail environment to give a good impression to customers
3 Be able to complete tasks during work placements	3.1 Identify the purpose of a work placement task 3.2 Carry out the correct steps in work placement tasks 3.3 Demonstrate skills when completing work placement tasks, to include: <ul style="list-style-type: none"> • sector-specific • transferable 3.4 Use resources needed for work placement tasks 3.5 Use safe working practices when completing work placement tasks	Tasks should be completed with minimal support and occasional checks by supervisor on quality/performance Steps in work placement tasks, e.g.: <ul style="list-style-type: none"> • putting cut flowers into storage e.g. fill buckets with water to the required depth, add flower food, place correct number of buckets onto a flower trolley and wheel into the cold store Sector-specific skills, e.g.: <ul style="list-style-type: none"> • correct use of computer software when keying in data onto a company database Transferable skills, e.g.: <ul style="list-style-type: none"> • ability to communicate appropriately with customers/clients to ensure return business Resources, e.g.: <ul style="list-style-type: none"> • equipment • materials • clothing • instructions • time Safe working practices, e.g.: <ul style="list-style-type: none"> • correct use of safety equipment • cleaning up spillages promptly

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	3.6 Gain confirmation from persons supervising of completion of work placement tasks	Confirmation from person supervising the work placement
4 Be able to reflect on own performance on a work placement	<p>4.1 Assess whether or not own personal goals for a work placement have been met</p> <p>4.2 Identify how planning benefited arrangements for a work placement</p> <p>4.3 Identify improvements needed when preparing for a future work placement</p>	<p>Assessment of personal goals set in LO1 by Yes or NO, with specific examples to justify the decisions</p> <p>Benefit of planning, e.g.:</p> <ul style="list-style-type: none"> • sorted out the travel arrangements and arrived on time • contacted the work placement to find out more information • I was dressed appropriately and fitted in with everyone else <p>Improvements, e.g.:</p> <ul style="list-style-type: none"> • contact the company earlier • practise the route and check travel times
5 Be able to reflect on how personal development during a work placement influences future job choices	<p>5.1 Identify skills developed during a work placement that can transfer to a different job</p> <p>5.2 Identify personal attributes developed during a work placement that can transfer to a different job</p> <p>5.3 Explain how knowledge gained during a work placement might influence job choices</p>	<p>Skills developed, e.g.</p> <ul style="list-style-type: none"> • from working on spreadsheets, might consider a job in ICT • from changing car wheel, might consider a job as a roadside patrol assistant <p>Personal attributes developed, e.g.:</p> <ul style="list-style-type: none"> • more confident with unfamiliar people so could consider a customer/client facing job <p>Knowledge gained, e.g.:</p> <ul style="list-style-type: none"> • enjoyed working with customers in the bank so could work as a receptionist • did not like the noise so would not work in a factory

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	5.4 Identify personal development goals to consider when applying for future work or work placements	New personal goals might include: <ul style="list-style-type: none"> • to be more confident when answering the telephone • not to be afraid to ask for help • to develop a more positive attitude to work

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.

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 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 assessment guidance 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 the highest grade.

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 (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* 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 checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.