



Oxford Cambridge and RSA

Unit title:	Work-based experience
Unit number:	30
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	D/601/0998

### **UNIT AIM AND PURPOSE**

This unit provides learners with the theoretical knowledge and practice to negotiate, plan and participate in industry-based work experience. The unit will develop the learner's skills in analysis, reflection and evaluation so that they can monitor their development against pre-set criteria in personal and care practice skills. The learner will analyse the learning that has taken place during the work experience and make recommendations on how it could have been enhanced.

For learners eager to experience the workplace environment, this unit will support them in acquiring and completing work experience in the industry. This unit will provide transferrable skills in analysis, reflection and evaluation in preparation for progression into employment or transfer to a new area of employment or promotion.

## **LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

<b>Learning Outcome (LO)</b>  The Learner will:	<b>Pass</b>  The assessment criteria are the pass requirements for this unit.  The Learner can:
LO1 Be able to negotiate industry experience	1.1 research and evaluate suitable organisations that could provide industry experience  1.2 negotiate with work and academic supervisors a proposal for the work experience  1.3 recognise the business constraints on the work experience offered.
LO2 Understand the specific requirements of the placement	2.1 agree and prioritise the tasks and responsibilities involved in the work experience  2.2 produce a plan for the work experience  2.3 analyse the benefits of the proposed activities to the business and the learner
LO3 Be able to undertake work experience as identified	3.1 fulfil specified requirements of placement, conforming to all related codes of practice  3.2 produce systematic records of work undertaken  3.3 revise the initial plan as required  3.4 make suggestions for improvement and review these with appropriate supervisor

<p>LO4 Be able to monitor and evaluate own performance and learning</p>	<p>4.1 monitor progress against original proposal</p> <p>4.2 evaluate the quality of own performance</p> <p>4.3 analyse the learning which has taken place during the work experience using suitable reflections</p> <p>4.4 make recommendations on how the experience could have been enhanced</p>
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### **GRADING CRITERIA**

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p><b>Merit Criteria (M1, M2, M3)</b></p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p><b>Distinction Criteria (D1, D2, D3)</b></p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p><b>MANDATORY TO ACHIEVE A MERIT GRADE</b></p>	<p><b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b></p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

## **TEACHING CONTENT**

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

<b>LO1 Be able to negotiate industry experience</b>	
Research	Primary (e.g. personal contacts, visits), secondary (e.g. directories, inspection reports, promotional materials)
Evaluate suitability	Based on career preferences and aspirations, current skills and proficiency
Organisations	(e.g. health, social care, children and young people services, departments in large organisations (such as hospitals))
Negotiation	Communication skills (e.g. compromise, agreement), liaison (e.g. between work supervisor, work experience supervisor, academic supervisor)
Proposal	(e.g. purpose, abstract/summary, intended outcomes, additional information (such as cost, equipment/materials required))
Constraints relating to	(e.g. business aims and strategic planning, legislation (such as health & safety), supervision, cost (such as risk assessment, disclosure and barring checks, release from current job role)).
<b>LO2 Understand the specific requirements of the placement</b>	
Prioritise	Reason for ranking of tasks (e.g. personal aims and objectives of the proposed work experience, business needs)
Tasks	Routine and non-routine, role (e.g. special project)
Responsibilities	(e.g. legislative requirements (such as confidentiality), organisational (such as level of responsibility), personal responsibilities (such as time keeping, personal presentation))
Plan	(e.g. time scales, schedule, methods of monitoring progress, proposed solutions to issues)

Benefits	<p>Organisation (e.g. 'fresh' input, opportunity to assess future employee(s), access to learner research, financial, strengthen links with educational institution, ability to influence skill/career development)</p> <p>Learner (e.g. develop transferrable workplace skills/knowledge, progress toward career aspirations, apply and enhance theoretical learning, experience a different culture, assess career suitability – 'reality check')</p>
<b>LO3 Be able to undertake work experience as identified</b>	
Requirements of placement	As stated by placement provider (e.g. job/role description, person specification, task sheet)
Codes of practice	As relevant to placement's regulatory environment, (e.g. confidentiality, harassment)
Records	Evidence to show a planned and organised recording method for activities undertaken (e.g. work schedules, log book, day/weekly review)
Revision of plan	Respond to internal (personal) and external (professional) stimuli (e.g. regulatory environment, personal circumstance/life event, new initiatives, policies and procedures)
Suggestions	Resulting from own analysis of skill development and quality of performance
Review	Use own findings and other constructive and critical feedback to reflect on own performance, progress and outcomes.
<b>LO4 Be able to monitor and evaluate own performance and learning</b>	
Monitoring progress	Systematically and over time, maintain records to show progress has been monitored against original proposal
Evaluation	Against (e.g. purpose, intended outcomes, evidence and feedback from supervisory/academic advisor)
Analysis	Of (e.g. knowledge/skills improved/gained, attitudes and behaviours challenged)
Reflections	(e.g. evidence of outcomes, skills analysis, feedback, achievements, areas for continued development)
Recommendations	(e.g. using original proposal, adopting a different approach (such as different sector, different service, more/less input/guidance from others, improved time management)

## **GUIDANCE**

### **Delivery guidance**

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts would include work experience in an appropriate health and social care setting. The learner might be seeking a new form of employment or seeking to develop a new skill area through a specific project with a current employer, such as working with another department in a large organisation, e.g. a hospital.

Learners will benefit from being encouraged to evaluate and apply strategies to develop own knowledge, understanding and skills. The learner could draw up a curriculum vitae and conduct a skills analysis against a job specification relevant to their chosen work experience opportunity and career aspirations. The learner could then draw up a log book or recording system with which to monitor their progress. This would enable them to reach considered conclusions, and determine and direct their course of action when negotiating their work experience plan.

Learners may find it beneficial to communicate information, using a range of methods such as a presentation or report, about the benefit(s) of the work experience to fellow learners and/or their work experience provider to evaluate the development of their knowledge, understanding and skills from the experience.

### **Assessment evidence guidance**

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes, and be submitted in documentary evidence of activity such as spreadsheets, letters, curriculum vitae, log books, diaries, reflective accounts and witness testimony.

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

## **RESOURCES**

### **Books**

Longson Sally; *Making Work Experience Count: 2nd edition: How to Get the Right Work Experience and Improve Your Career Prospects*; How To Books; 2nd Revised edition (1 Oct 1999); ISBN-10: 1857035178 ; ISBN-13: 978-1857035179  
Fanthome Christine, Dr.; *Work Placements - A Survival Guide for Students (Palgrave Study Skills)*; Palgrave Macmillan (24 Aug 2004); ISBN-10: 1403934347; ISBN-13: 978-1403934345

### **Websites**

[//nationalcareersservice.direct.gov.uk/Pages/Home.aspx](http://nationalcareersservice.direct.gov.uk/Pages/Home.aspx) – National Careers Service  
[www.nhscareers.nhs.uk/](http://www.nhscareers.nhs.uk/) – NHS Careers  
[www.skillsforhealth.org.uk/developing-your-organisations-talent/work-experience-in-the-health-sector/](http://www.skillsforhealth.org.uk/developing-your-organisations-talent/work-experience-in-the-health-sector/) – Skills for health: Work experience in the Health Sector

### **Signposting to other units within the qualification**

Unit 27: Employability skills  
Unit 28: Understanding the learning process