

<b>Unit Title:</b>	<b>Prepare for and learn from a work placement</b>
OCR unit number:	13
Level:	1
Credit value:	3
Guided learning hours:	25
Unit reference number:	J/506/8979

## Unit aim and purpose

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

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

This must be a real work placement and must not be simulated.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Teaching Content i.e. – must be covered e.g. – suggestions for coverage</b>
<p><b>The Learner will:</b></p> <p>1 Know how to prepare for a specific work placement</p>	<p><b>The Learner can:</b></p> <p>1.1 Identify personal goals to be achieved in the work placement</p> <p>1.2 Outline features of the work placement</p>	<p>Personal goals, e.g.</p> <ul style="list-style-type: none"> <li>• developing team working skills</li> <li>• assessing whether the type of work is suited to them.</li> </ul> <p>Features of the placement to include, i.e.</p> <ul style="list-style-type: none"> <li>• name of the organisation</li> <li>• sector (e.g. construction, engineering)</li> <li>• main activity of the organisation</li> <li>• start date and end date of work placement</li> <li>• start/finish times</li> <li>• person who you will report to</li> <li>• type of work to be done during work placement.</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	1.3 Plan travel arrangements to the work placement	Learners should evidence that they have planned travel arrangements, e.g. <ul style="list-style-type: none"> <li>• selecting a bus/train route</li> <li>• booking a taxi</li> <li>• organising a lift</li> <li>• working out how long it will take to walk to the work placement.</li> </ul>
2 Understand the behaviour expected during the work placement	2.1 Identify the behaviour expected during the work placement  2.2 Outline the importance of exhibiting expected behaviour during the work placement	Expected behaviour could include, e.g. <ul style="list-style-type: none"> <li>• arrive on time</li> <li>• work hard</li> <li>• be reliable</li> <li>• dress correctly</li> <li>• be clean and tidy</li> <li>• wear Personal Protection Equipment (PPE)</li> <li>• be helpful.</li> </ul> Importance of expected behaviour could include, e.g. <ul style="list-style-type: none"> <li>• lateness may affect the work of others</li> <li>• may be sent home if not wearing correct Personal Protection Equipment (PPE)</li> <li>• representing the business so need to be clean and tidy.</li> </ul>
3 Be able to complete tasks during the work placement	3.1 Complete work placement tasks	Learners should understand that tasks should be completed with minimal support and checks.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.2 Demonstrate skills or personal attributes throughout the work placement	Skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• communicate with customers/colleagues</li> <li>• listening to instructions</li> <li>• following instructions</li> <li>• attention to detail when completing forms</li> <li>• being reliable by turning up on time, every day.</li> </ul>
4 Understand how to review their own performance during the work placement	<p>4.1 Review whether personal goals have been met</p> <p>4.2 Explain how skills or personal attributes were developed during the work placement</p> <p>4.3 Identify the improvements needed when preparing for future employment</p>	<p>Review of personal goals set in LO1 by yes or no, with specific examples to justify the decisions.</p> <p>Skills or personal attributes developed/improved, e.g.</p> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• ICT skills</li> <li>• confidence with unfamiliar people</li> <li>• patience if something is difficult.</li> </ul> <p>Improvements for future preparation could include, e.g.</p> <ul style="list-style-type: none"> <li>• contact the employer</li> <li>• update my CV</li> <li>• practise the route</li> <li>• check travel times more carefully</li> <li>• store contact details in my mobile phone.</li> </ul>

## 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

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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

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

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

## Resources

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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](http://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

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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](http://www.ocr.org.uk).