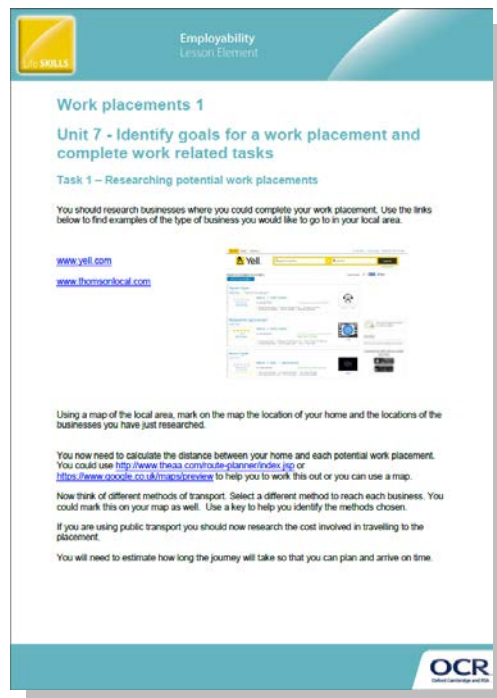


## Work placements 1

### Unit 7 – Identify goals for a work placement and complete work related tasks

#### *Instructions and answers for teachers*

*These instructions should accompany the OCR Lesson Element 'Work placements 1', which supports OCR Awards and Certificates in Employability Skills Unit 7, Identify goals for a work placement and complete work related tasks.*



#### Associated materials

Work placements 1 – Lesson Element Learner Activity Sheets

#### Expected duration

Task 1 - 1 hour

Task 2 - 30 minutes

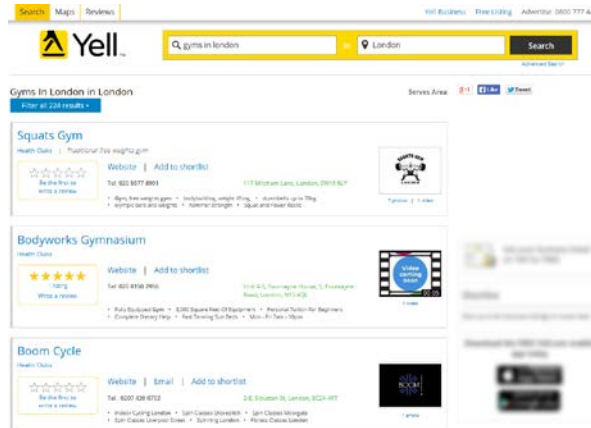
Task 3 - 30 minutes

## Task 1 – Researching potential work placements

Learners should research businesses where they could complete their work placement. They could use the links below to find examples of the type of business they would like to go to in their local area.

[www.yell.com](http://www.yell.com)

[www.thomsonlocal.com](http://www.thomsonlocal.com)



Using a map of the local area, learners can then mark on the location of their home and the businesses they have just researched.

Learners now need to calculate the distance between their home and each placement. They could use <http://www.theaa.com/route-planner/index.jsp> or <https://www.google.co.uk/maps/preview> to help them to work this out. Instead of using these websites, more map work could be introduced so that learners are measuring the distance using the scale of their map.

Learners need to think of different methods of transport and then select a different method to reach each business. These methods could be marked on the map as well using a key to help identify the methods chosen.

It would be beneficial to encourage all learners to become familiar with public transport fares and timetables. Learners should now research the cost involved in travelling to the placement and estimate how long the journey will take.

Learners could now compare the different methods of transport. For instance it is free to walk or go on a bicycle but it will take longer than catching a bus.

They could use the table below (which is provided in the learner resources) to record their findings. An example has been given.

Business	Distance from home	Transport method	Cost of transport method	Travel time
Fitness First gym	4 miles	Bus	£2.60 return	35 minutes

Discussion point – which method would they choose and why?

### Task 2 – Unacceptable behaviour in the workplace

Before completing the table, learners could brainstorm in pairs examples of unacceptable behaviour in the workplace. These examples could then be shared in a group discussion. Learners could discuss why these examples are unacceptable.

Learners need to complete the table by outlining why each type of behaviour is not acceptable in the workplace. The answers below are examples.

Unacceptable behaviour	This behaviour is not acceptable because:
Arriving late for work	You are being paid to work from 9 so you need to be there at 9.
Swearing at work colleagues	It is a form of bullying and it is rude and will likely cause friction.
Not turning up for work	Other people are relying on you to be there and complete your work.
Wasting time	You are being paid to complete a task. It will take you longer if you waste time.
Coming to work whilst 'hung over' from the night before	This could be dangerous if you work somewhere with machinery.
Using a social networking site during working hours	You should only use the businesses internet for work related tasks.
Taking social drugs at work	This is very dangerous because you could injure yourself or someone else.
Bullying or harassing a work colleague	It is against the law to harass someone at work.

All of the above behaviours could lead to disciplinary action or job loss.

### Task 3 – Skills and personal attributes in the workplace

Learners could research the skills and personal attributes required for different jobs so that they will be prepared when on their placement. The website below gives some useful information:

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx>

Learners should then select a job - ideally the same job as the placement. They need to read all about this job. In each profile there is a section on 'the work' and a section on 'skills, interests and qualities'. Learners should link the work tasks with the skills or personal attributes needed by completing the table provided in the learner resources (and pictured below). Learners should then present their research to the rest of the group.

Example answers are given below:

**Name of job: Sales Assistant**

'The work' – tasks I might be completing	'Skills interest and qualities' the skills and personal attributes I need to complete the tasks
Serving and advising customers	Able to get on well with people
Taking payment	Honesty
Helping customers to find the goods they want	Friendly, polite and helpful
Advising on stock amounts	A good communicator
Giving information on products and prices	Reliable and responsible
Stacking shelves or displaying goods in an attractive way	Energetic
Arranging window displays	Creative
Promoting special offers or store cards	A good communicator
Handling complaints or passing them onto a manager	Confident and tactful



## Employability Lesson Element

Learners could then present their findings to the rest of the group.

Discussion points could include, Which skills or personal attributes are found in most jobs?

Therefore, completing any type of work placement will be good experience as you can demonstrate essential skills.



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](http://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 is aware that third party material has been used within these resources, but it has not been possible to acquire permission for use of this material.