

Unit Title:	Planning for and reflecting on a work placement
OCR unit number:	Unit 18
Level:	Level 2
Credit value:	3
Guided learning hours:	27
Unit reference number:	L/505/4100

Unit aim and purpose

This unit will enable learners to prepare for 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 complete tasks independently following organisational practices/procedures and meeting the required standard of work. Learners will reflect at the end of the work placement on their performance to establish if personal goals have been achieved, to identify improvement in skills and personal attributes and how the experience might influence future job choices.

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 plan for a specific work placement</p>	<p>The Learner can:</p> <p>1.1 Outline details of an organisation offering a work placement, to include:</p> <ul style="list-style-type: none"> • name of organisation • sector of operation • type of organisation • the purpose of organisation • main activities carried out in organisation • customers/clients of the organisation and their expectations 	<p>Outline a work placement. e.g.:</p> <ul style="list-style-type: none"> • sector e.g. logistics, health care • purpose e.g. Progress Animal Rescue’s purpose is to care for and rehome animals that are sick, injured or abandoned in the local area • main activities e.g. Progress Garage activities include MOT vehicles, repair accident damaged vehicles, sell vehicles and provide breakdown recovery • customers/clients and their expectations e.g. Progress Building Society’s customers want to save a deposit to buy a house and expect a personal service, good interest rate and priority when applying for a mortgage

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	<p>1.2 Outline personal goals set for a work placement, to include:</p> <ul style="list-style-type: none"> • their importance • how they will be achieved <p>1.3 Explain why information from valid and reliable sources is important when planning for a work placement, to include:</p> <ul style="list-style-type: none"> • organisation postal address (in full) • location, if different from main address • name and details of person supervising • start and end dates • daily start and finish times • task/duties • dress code/clothing requirements 	<p>Personal goals, their importance and how these might be achieved, e.g.:</p> <ul style="list-style-type: none"> • to learn new skills available at the work placement and how these might be used in future work • to find out if this type of work is enjoyable and how this will impact on future career choice <p>Importance for a work placement, e.g.:</p> <ul style="list-style-type: none"> • start date and end date of placement; important so that arrangements can be made • clothing e.g. overalls for a garage mechanic; important to protect own clothes, as work may be dirty. <p>Sources, e.g.:</p> <ul style="list-style-type: none"> • company websites • direct contact with the company/organisation • meeting a workplace supervisor before the placement • talking to an employee <p>Personal arrangements could include:</p> <ul style="list-style-type: none"> • mode of transport • organising a lift • planning a bus route • identifying changes in transport • allowing time for contingencies • route and timings • required start time • dietary requirements • childcare • access arrangements

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	<p>1.4 Organise personal arrangements for attending a work placement, to include:</p> <ul style="list-style-type: none"> • confirming acceptance of the work placement • distance from home • mode of travel • travel time • leaving and arrival times 	
<p>2 Understand the importance of the personal conduct expected of individuals during a work placement</p>	<p>2.1 Explain the importance of behaviour expected on a work placement, to include:</p> <ul style="list-style-type: none"> • own behaviours • behaviours expected by person supervising <p>2.2 Explain the importance of skills expected of an individual whilst on a work placement, to include:</p> <ul style="list-style-type: none"> • sector-specific • transferable <p>2.3 Identify own current level of competence in relation to a work placement, to include:</p> <ul style="list-style-type: none"> • sector-specific skills • transferable skills 	<p>Own behaviour expected and the importance, e.g.:</p> <ul style="list-style-type: none"> • arriving on time as lateness may affect the work of others as training may have been scheduled • Behaviours expected by person supervising, and importance: e.g. I must phone in if unable to work so work supervisor can make alternative arrangements • I must follow instructions so work task completed correctly <p>Sector-specific skills and their importance, e.g.: using subject-sector specific equipment, e.g.</p> <ul style="list-style-type: none"> • in a garage using the correct tools to change a wheel so a car is safe to drive <p>Transferable skills and their importance, e.g.: customer service skills:</p> <ul style="list-style-type: none"> • on a reception desk greeting visitors with a smile and eye contact to make them feel welcome <p>Current level could be established using numerical scoring, graphical representations and self-assessment.</p>

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	<p>2.4 Explain the importance of personal attributes expected of an individual whilst on a work placement</p> <p>2.5 Explain why personal hygiene and appearance is important for a work placement</p>	<p>Personal attributes and their importance, e.g.:</p> <ul style="list-style-type: none"> • attribute: attention to detail: asking questions to find out the best way to complete the task as it will help ensure work is completed efficiently <p>Personal hygiene, e.g.:</p> <ul style="list-style-type: none"> • clean hands and fingernails – need to avoid spreading germs when working on a food production line <p>Personal appearance, e.g.:</p> <ul style="list-style-type: none"> • wearing the correct uniform and name badge so customers can recognise staff
<p>3 Be able to complete tasks independently during a work placement</p>	<p>3.1 Explain the purpose of work placement tasks</p> <p>3.2 Perform tasks independently to include:</p> <ul style="list-style-type: none"> • clarifying expectations following required steps • following safe practices/procedures • using sector-specific skills • using transferable skills • checking the standard of work 	<p>Tasks should be completed independently and with minimal supervision.</p> <p>The purpose of task and how it fits into the wider function of the organisation.</p> <p>Tasks performed independently, e.g.:</p> <ul style="list-style-type: none"> • photocopying a set of documents to give to a colleague – candidate will have clarified the number of copies, whether to copy back to back, collate and staple <p>Clarifying, e.g.:</p> <ul style="list-style-type: none"> • repeating the instructions back to supervisor • writing instructions down • asking questions <p>Following appropriate steps e.g. collecting mail by preparing trolley, following a planned route, picking up from out trays, placing in correct locations in the mail room.</p>

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	3.3 Gain confirmation from person supervising of completion of work placement tasks carried out independently	<p>Safety practices and/or procedures, e.g.:</p> <ul style="list-style-type: none"> • keeping work area tidy • using safety equipment provided • clearing up spillages promptly <p>Sector-specific skills, e.g.:</p> <ul style="list-style-type: none"> • correct use of computer software when keying in data onto an organisation's database <p>Transferable skills, e.g.:</p> <ul style="list-style-type: none"> • the ability to communicate with customers/clients <p>Checking tasks are completed, e.g.:</p> <ul style="list-style-type: none"> • asking a colleague if the photocopied documents were to their satisfaction <p>Confirmation from person supervising, i.e.: a work placement supervisor/mentor</p>
4 Be able to reflect on own performance during a work placement	<p>4.1 Explain how planning benefited arrangements when preparing for a work placement</p> <p>4.2 Explain improvements needed for a work placement, to include:</p> <ul style="list-style-type: none"> • planning • carrying out tasks <p>4.3 Assess whether personal goals for a work placement have been achieved</p>	<p>Planning that went well, e.g.:</p> <ul style="list-style-type: none"> • researched the organisation <p>Improvements to planning, e.g.:</p> <ul style="list-style-type: none"> • go to bed earlier as long day at work and tiring <p>Improvements in carrying out tasks, e.g.:</p> <ul style="list-style-type: none"> • work more quickly and accurately <p>Assessment of personal goals set in LO1 by Yes or No, with specific examples to justify the decisions</p>

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5 Be able to reflect on how a work placement might influence future career choices	5.1 Assess development of own skills at the end of work placement to include: <ul style="list-style-type: none"> • sector-specific • transferable 5.2 Explain how personal attributes contributed to performance on a work placement 5.3 Explain how development of skills influences an individual's future career choice	Contribution, e.g.: <ul style="list-style-type: none"> • flexibility helped as extra hours could be worked when it was unexpectedly busy How development influences future job choices could include whether or not to: <ul style="list-style-type: none"> • do the same job • work for the organisation • work in the sector

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.