



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 1

UNIT 13 - PREPARE FOR AND LEARN FROM A
WORK PLACEMENT

DELIVERY GUIDE

April 2015

INTRODUCTION

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INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression Level 1 units |
|---|---|---|--|
| 1 Know how to prepare for a specific work placement | 1 - How do I set goals for my work placement? | 1.1 | English - 5449 Develop discussions LO1, LO2, LO3 |
| | 2 - What do I need to know about my work placement? | 1.2 | English - 5449 Develop discussions LO1, LO2, LO3 English - 5438 Construct compound sentences LO1 |
| | 3 - How do I get to my work placement? | 1.3 | Maths - 5755 Read and calculate units of measurement and time LO6 |
| 2 Understand the behaviour expected during the work placement | 1 - What is the right attitude? | 2.1, 2.2 | English - 5446 Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5449 Develop discussions LO1, LO2, LO3 English - 5724 Listen to and actively respond in dialogue LO1 |
| | 2 - How should I behave? | 2.1, 2.2 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1 English - 5441 Plan and sequence texts LO1, LO2, LO3, LO4, LO5, LO6 |
| | 3 - Why is it wrong? | 2.2 | English - 5446 Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5438 Construct compound sentences LO1 |

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression Level 1 units |
|--|--|---|--|
| 3 Be able to complete tasks during the work placement | 1 - What tasks might I be completing? | 3.1 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1 English - 5441 Plan and sequence texts LO1, LO2 |
| | 2 - Can I practise tasks before my placement? | 3.1, 3.2 | English - 5446 Speak to communicate information, ideas and opinions LO1, LO2 |
| | 3 - Why is teamwork a skill I need to demonstrate? | 3.2 | English - 5724 Listen to and actively respond in dialogue LO1, LO4 English - 5449 Develop discussions LO1, LO2, LO3 |
| 4 Understand how to review their own performance during the work placement | 1 Did I achieve my goals? | 4.1 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1, LO2 |
| | 2 What skills and personal attributes did I develop? | 4.2 | English - 5438 Construct compound sentences LO1 |
| | 3 What improvements can I make when preparing for future employment? | 4.3 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1, LO3 |

UNIT 13 – PREPARE FOR AND LEARN FROM A WORK PLACEMENT

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

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.

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|---|--|---|
| 1 Know how to prepare for a specific work placement | 1.1 Identify personal goals to be achieved in the work placement | Personal goals, eg <ul style="list-style-type: none"> • developing team working skills • assessing whether the type of work is suited to them. |
| | 1.2 Outline features of the work placement | Features of the placement to include, ie <ul style="list-style-type: none"> • name of the organisation • sector (eg construction, engineering) • main activity of the organisation • start date and end date of work placement • start/finish times • person who you will report to • type of work to be done during work placement. |
| | 1.3 Plan travel arrangements to the work placement | Learners should evidence that they have planned travel arrangements, eg <ul style="list-style-type: none"> • selecting a bus/train route • booking a taxi • organising a lift • working out how long it will take to walk to the work placement. |

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|---|---|---|
| 2 Understand the behaviour expected during the work placement | 2.1 Identify the behaviour expected during the work placement | Expected behaviour could include, eg <ul style="list-style-type: none"> • arrive on time • work hard • be reliable • dress correctly • be clean and tidy • wear Personal Protection Equipment (PPE) • be helpful. |
| | 2.2 Outline the importance of exhibiting expected behaviour during the work placement | Importance of expected behaviour could include, eg <ul style="list-style-type: none"> • lateness may affect the work of others • may be sent home if not wearing correct Personal Protection Equipment (PPE) • representing the business so need to be clean and tidy. |
| 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. |
| | 3.2 Demonstrate skills or personal attributes throughout the work placement | Skills or personal attributes, eg <ul style="list-style-type: none"> • communicate with customers/colleagues • listening to instructions • following instructions • attention to detail when completing forms • being reliable by turning up on time, every day. |

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|--|--|--|
| 4 Understand how to review their own performance during the work placement | 4.1 Review whether personal goals have been met | Review of personal goals set in LO1 by yes or no, with specific examples to justify the decisions. |
| | 4.2 Explain how skills or personal attributes were developed during the work placement | Skills or personal attributes developed/improved, eg <ul style="list-style-type: none"> • communication skills • ICT skills • confidence with unfamiliar people • patience if something is difficult. |
| | 4.3 Identify the improvements needed when preparing for future employment | Improvements for future preparation could include, eg <ul style="list-style-type: none"> • contact the employer • update my CV • practise the route • check travel times more carefully • store contact details in my mobile phone. |

LEARNING OUTCOME 1 – KNOW HOW TO PREPARE FOR A SPECIFIC WORK PLACEMENT

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---|--|
| 1 Know how to prepare for a specific work placement | 1.1 Identify personal goals to be achieved in the work placement |
| | 1.2 Outline features of the work placement |
| | 1.3 Plan travel arrangements to the work placement |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|---|--|-------------------|------------------------------|---|
| 1 How do I set goals for my work placement? | Using Link 1 - learners could use this online tool to help them set their goals for their work placement. Learners could work through the goal getter to help them think about what they want to achieve on the placement. The step planner sections could then be used to think of real goals for their placement. Learners could then discuss their goals with a partner to make sure they are achievable. See page 17 for activity web page links. | 20 minutes | 1.1 | English - 5449 Develop discussions LO1, LO2, LO3 |
| 2 What do I need to know about my work placement? | Learners could mindmap the information they need to know about the business offering them the work placement. As a group, learners could discuss why it is important to know this information. Learners could then complete the task sheet in the learner resources - Work placements 2, by giving a reason why each piece of information is needed. Learners could then check if they thought there were other pieces of important information and add these to the list. | 30 minutes | 1.2 | English - 5449 Develop discussions LO1, LO2, LO3 English - 5438 Construct compound sentences LO1 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|--------------------------------------|---|-------------------|------------------------------|---|
| 3 How do I get to my work placement? | Learners could use this task to develop their map reading skills. Link 2 gives learners access to a number of different task sheets and fact sheets to help them to calculate distance from a map. Once learners are confident with these tasks they could locate their home and work placement on a map and use the scale to calculate the distance between the two places. Their calculations could then be checked using Google maps. See page 17 for activity web page links. | 20 minutes | 1.3 | Maths - 5755 Read and calculate units of measurement and time LO6 |

LEARNING OUTCOME 2 – UNDERSTAND THE BEHAVIOUR EXPECTED DURING THE WORK PLACEMENT

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---|---|
| 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 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|-------------------------------|--|-------------------|------------------------------|--|
| 1 What is the right attitude? | Learners could watch the video clip in Link 3. During the video clip they need to note down why it is important to have the right attitude at work. In groups learners could then discuss why this is important. Learners could then role play scenarios where the employee has the right attitude and the wrong attitude. Learners could then discuss the possible outcomes and consequences of these actions. See page 17 for activity web page links. | 30 minutes | 2.1, 2.2 | English - 5446 Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5449 Develop discussions LO1, LO2, LO3 English - 5724 Listen to and actively respond in dialogue LO1 |
| 2 How should I behave? | Learners could read the information in Link 4 about workplace conduct. They could then highlight the main points from the text. Learners could discuss in small groups which of these are the most important to demonstrate on a work placement. Once completed learners could then design a poster or leaflet telling employees how to behave at work. See page 17 for activity web page links. | 30 minutes | 2.1, 2.2 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1 English - 5441 Plan and sequence texts LO1, LO2, LO3, LO4, LO5, LO6 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|--------------------|--|-------------------|------------------------------|---|
| 3 Why is it wrong? | Learners could present the poster or leaflet they designed in the previous task to the rest of the group. Learners could describe why it is important to act in these ways on a work placement as well as when employed by the business. Learners could complete the task sheet in the learner resources - Work placements 2. Examples of unacceptable behaviour are given and learners could outline why they should not act in this way. | 1 hour | 2.2 | English - 5724 Listen to and actively respond in dialogue LO1, LO2, LO3 English - 5449 Develop discussions LO1 |

LEARNING OUTCOME 3 – BE ABLE TO COMPLETE TASKS DURING THE WORK PLACEMENT

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---|---|
| 3 Be able to complete tasks during the work placement | 3.1 Complete work placement tasks |
| | 3.2 Demonstrate skills or personal attributes throughout the work placement |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|---|--|-------------------|------------------------------|--|
| 1 What tasks might I be completing? | Learners could use Link 5 to select the job profile for the job they will be doing on their work placement. Read the section on work activities. Select tasks in that section and then research what is involved in completing those tasks. Learners could create a flowchart of the various steps needed to complete the task. Learners could swap their flowcharts with other members of the group and they have to guess the task or job outlined in the flow chart. See page 17 for activity web page links. | 30 minutes | 3.1 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1 English - 5441 Plan and sequence texts LO1, LO2 |
| 2 Can I practise tasks before my placement? | So that learners are used to following instructions and communicating with different people it would be useful to complete role play exercises before the placement. These could include communication tasks eg: answering the telephone, giving a message, sending an email. Customer service tasks eg: acting as a customer and the sales assistant, greeting visitors to the school/college. | 30 minutes | 3.1, 3.2 | English- 5446 Speak to communicate information, ideas and opinions LO1, LO2 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|--|---|-------------------|------------------------------|--|
| 3 Why is teamwork a skill I need to demonstrate? | Learners could watch the video clip in Link 6 . During the video clip they need to note down examples of teamwork, the benefits of teamwork and reasons why it is important to work as part of a team. In groups learners could then discuss examples of when they have worked in a team and how they performed. See page 17 for activity web page links. | 20 minutes | 3.2 | English - 5724 Listen to and actively respond in dialogue LO1, LO4 English - 5449 Develop discussions LO1, LO2, LO3 |

LEARNING OUTCOME 4 – UNDERSTAND HOW TO REVIEW THEIR OWN PERFORMANCE DURING THE WORK PLACEMENT

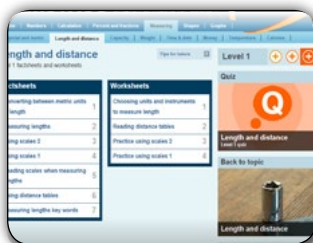
| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|--|
| 4 Understand how to review their own performance during the work placement | 4.1 Review whether personal goals have been met |
| | 4.2 Explain how skills or personal attributes were developed during the work placement |
| | 4.3 Identify the improvements needed when preparing for future employment |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|--|---|-------------------|------------------------------|--|
| 1 Did I achieve my goals? | Learners could use Link 7 to read real life stories about people returning to work. Learners could make a list of the goals the person had. Have they achieved their goals? How do you know they have achieved their goals? Learners could then create new goals for the person they are studying. See page 17 for activity web page links. | 20 minutes | 4.1 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1, LO2 |
| 2 What skills and personal attributes did I develop? | Learners could make a list of skills or personal attributes which they have developed during their work placement. Please note for this qualification learners can identify skills <u>or</u> personal attributes. Learners could use any feedback they received from their work placement to help with this task. Learners could then complete the task sheet in the learner resources - Work placements 2. They need to give examples of when they used the different skills and/or personal attributes. | 30 minutes | 4.2 | English - 5438 Construct compound sentences LO1 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression Level 1 units |
|--|--|-------------------|------------------------------|--|
| 3 What improvements can I make when preparing for future employment? | Learners could use Link 8 to think about preparing for future employment. Look at the 12 categories in this link. Learners could then give themselves a star rating as to how well prepared they were for their work placement. Learners could then put together a plan of how to improve on the aspects they have awarded a low star rating. Ideas could be shared with a partner. Learners could be paired up so that someone who gave themselves a 5* rating for one aspect could work with someone with a 1 or 2* rating. See page 17 for activity web page links. | 30 minutes | 4.3 | English - 5428 Read for purpose and meaning in texts on a variety of topics LO1, LO3 |

ACTIVITIES WEB PAGE LINKS

Note to Tutors: if learners do not have access to the internet, please print resources for use with the activities.

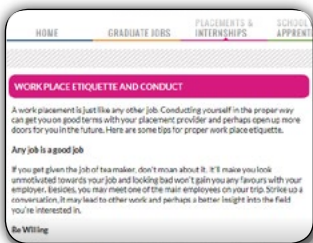


Link 1
http://www.bbc.co.uk/northernireland/schools/11_16/gogetit/gettingthere/planning.shtml

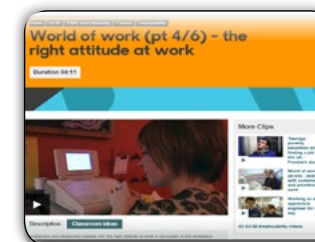
Link 2
<http://www.bbc.co.uk/skillswise/topic/length-and-distance/resources/11>



Link 3
<http://www.bbc.co.uk/education/clips/zsvxn39>

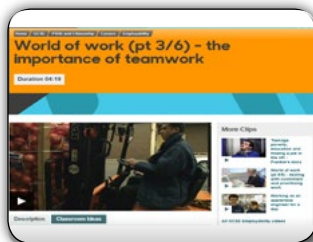


Link 4
http://www.thebigchoice.com/Placements/Advice/Work_Place_Etiquette_Conduct.html



Link 5
<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx>

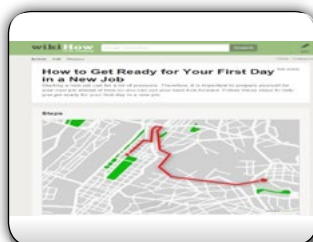
This links to a sign-in page, there is no need to sign-in/register if you do not wish to. You can click on 'careers advice' tab and select the relevant area – 'job profiles'.



Link 6
<http://www.bbc.co.uk/education/clips/ztnq6sg>

Link 7
<https://nationalcareersservice.direct.gov.uk/aboutus/reallife/Pages/default.aspx>

As before – go to 'aged 13-16' tab and select 'real life stories'.



Link 8
<http://www.wikihow.com/Get-Ready-for-Your-First-Day-in-a-New-Job>



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