



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

ENTRY LEVEL 3

UNIT 7 – IDENTIFY GOALS FOR A WORK PLACEMENT
AND COMPLETE WORK RELATED TASKS

DELIVERY GUIDE

April 2015

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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 Entry Level 3 units
1 Be able to identify goals for a work placement	1 - How to get the most out of your work placement?	1.1	English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4
	2 - Where should I go for a work placement?	1.2	English - 5432 - Understand meaning in compound sentences LO2 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2, LO4
	3 - How do I get there?	1.3	Maths - 5750 - Read and measure time, distance, weight, capacity, length and temperature LO1, LO2 Maths - 5751 - Extract and interpret data LO1
2 Know how to behave during a work placement	1 - What is expected of me?	2.1	English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2, LO4
	2 - What time and date?	2.1	English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4 Maths - 5750 - Read and measure time, distance, weight, capacity, length and temperature LO1
	3 - What is wrong with behaving this way?	2.2	English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4 English - 5437 - Construct compound sentences LO1, LO2

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression Entry Level 3 units
3 Be able to complete work related tasks	1 - What tasks might I be doing?	3.1	English - 5723 - Listen and respond to specific information LO1, LO2, LO3 English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
	2 - Can I practise tasks before my placement?	3.1	English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5, LO6
	3 - What skills and personal attributes will I be using?	3.2	English - 5432 - Understand meaning in compound sentences LO2 English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2, LO4
4 Know how well they performed and what they could do better when completing work related tasks	1 - How well did you do?	4.1	English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4
	2 - What skills and personal attributes did I use?	4.2	English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
	3 - What do I do next?	4.2	English - 5440 - Plan and sequence texts LO1, LO2, LO3 English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4

UNIT 7 – IDENTIFY GOALS FOR A WORK PLACEMENT AND COMPLETE WORK RELATED TASKS

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

This unit will enable learners to identify a work placement and to complete work related tasks. These can be done during a work placement or through simulated activities. Learners will know how well they performed when completing work related tasks to identify whether their personal goals have been achieved and to identify improvements for future work related tasks.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Be able to identify goals for a work placement	1.1 Identify personal goals to be achieved in a work placement	Personal goals e.g. <ul style="list-style-type: none"> • arrive on time • show enthusiasm • learn new skills • build confidence.
	1.2 State an organisation for a proposed work placement	i.e. <ul style="list-style-type: none"> • name of the organisation • main activity of the organisation • location of the organisation.
	1.3 Identify a method of transport to the proposed work placement	e.g. <ul style="list-style-type: none"> • bus/train route • taxi • organise a lift • walk.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Know how to behave during a work placement	2.1 Identify the behaviour expected during a work placement	e.g. <ul style="list-style-type: none"> • arrive on time • work hard • be reliable • dress correctly • be clean and tidy • wear appropriate Personal Protection Equipment (PPE) • be helpful.
	2.2 State why it is important to behave appropriately	e.g. <ul style="list-style-type: none"> • may affect the work of others • could prevent an accident • representing the business.
3 Be able to complete work related tasks	3.1 Complete work related tasks	Tasks may be completed with supervision and assistance. Tasks can be completed during a work placement or simulated.
	3.2 Demonstrate appropriate skills or personal attributes when completing tasks	Skills or personal attributes, e.g. <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 every day.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Know how well they performed and what they could do better when completing work related tasks	4.1 Identify whether their personal goals have been met	Assessment of personal goals set in LO1 by yes or no, with specific examples to justify the decisions.
	4.2 Identify skills or personal attributes used when completing work related tasks	Skills or personal attributes, e.g. <ul style="list-style-type: none"> • communication skills • ICT skills • answering the phone • confidence • patience.
	4.3 Identify personal improvements needed when completing work related tasks	e.g. <ul style="list-style-type: none"> • work more quickly • listen to instructions • ask for help when required

LEARNING OUTCOME 1 – BE ABLE TO IDENTIFY GOALS FOR A WORK PLACEMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Be able to identify goals for a work placement	1.1 Identify personal goals to be achieved in a work placement
	1.2 State an organisation for a proposed work placement
	1.3 Identify a method of transport to the proposed work placement

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 How to get the most out of your work placement?	Using Link 1 - learners could complete this online game to help them get the most out of their placement. As they work through it they start to plan what they would like to achieve during their placement. Link 2 - this resource shows how to think of goals. Learners could then brainstorm examples of personal goals to help them set their own goals. To extend this planning stage, teachers could use Link 3. This is a planning resource which gives learners the chance to plan their placement. See page 17 for activity web page links.	40 minutes	1.1	English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4
2 Where should I go for a work placement?	Learners could research businesses in the area where they might undertake a work placement. Internet research using Link 4 or 5 could be completed so learners could see all of the businesses in the sector in which they wish to complete their placement. Many industries have their own websites promoting work experience. Link 6 takes you to the CITB website where there are suggestions on how to find a placement. See page 17 for activity web page links.	30 minutes	1.2	English - 5432 - Understand meaning in compound sentences LO2 English - 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2, LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 How do I get there?	<p>Learners could annotate a map of the local area, marking the location of their home and the businesses from the previous activity. Learners could calculate the distance between their home and each placement and then select different methods of transport to reach each business. They could then research the cost involved in travelling to the placement, if using public transport. Learners could estimate how long the journey would take.</p> <p>Tutors could provide bus/train timetables and maps if internet access is not available.</p>	1 hour	1.3	<p>Maths - 5750 - Read and measure time, distance, weight, capacity, length and temperature LO1, LO2</p> <p>Maths - 5751 - Extract and interpret data LO1</p>

LEARNING OUTCOME 2 – KNOW HOW TO BEHAVE DURING A WORK PLACEMENT

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Know how to behave during a work placement	2.1 Identify the behaviour expected during a work placement
	2.2 State why it is important to behave appropriately

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression unit(s)
1 What is expected of me?	<p>Learners could read the information found in Link 7. This link gives details of general workplace etiquette. It is important that learners know how they should behave during their work placement. Using Link 7, learners then make a list of all of the examples of expected behaviour. In groups, learners could then discuss these examples and add their own.</p> <p>See page 18 for activity web page links.</p>	30 minutes	2.1	<p>English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4</p> <p>English - 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2, LO4</p>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression unit(s)
2 What time and date?	<p>A way to make a good first impression is to turn up on the correct date and at the right time. Using Link 8 learners could access a number of different activities which would help them to improve their skills with time and dates. Learners could then discuss why it is important to turn up on time. Teachers could refer back to the maps completed for AC 1.3 and include 'what if' scenarios. This would give the learners a chance to undertake some basic contingency planning.</p> <p>See page 18 for activity web page links.</p>	30 minutes	2.1	<p>English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4</p> <p>Maths - 5750 - Read and measure time, distance, weight, capacity, length and temperature LO1</p>
3 What is wrong with behaving this way?	<p>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. Individually learners could then complete a worksheet giving reasons why this behaviour is unacceptable.</p>	30 minutes	2.2	<p>English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4</p> <p>English - 5437 - Construct compound sentences LO1, LO2</p>

LEARNING OUTCOME 3 – BE ABLE TO COMPLETE WORK RELATED TASKS

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to complete work related tasks	3.1 Complete work related tasks
	3.2 Demonstrate appropriate skills or personal attributes when completing tasks

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 What tasks might I be doing?	<p>Link 9 is an example of a short video from BBC skillswise. These videos are sector specific. Watch the video and make a list of all of the tasks completed by employees in that sector. Then go back and watch again and now make a list of all of the skills or personal attributes needed by employees in that sector. Each learner could select a different sector and then share findings with the rest of the group. Learners could use the ideas in the booklet in Link 10 to keep a track of tasks completed.</p> <p>See page 18 and 19 for activity web page links.</p>	20 minutes	3.1	<p>English - 5723 - Listen and respond to specific information LO1, LO2, LO3</p> <p>English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p>
2 Can I practise tasks before my placement?	<p>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.</p>	20 minutes	3.1	<p>English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p> <p>English - 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5, LO6</p>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 What skills and personal attributes will I be using?	<p>Learners could research the skills and personal attributes required for different jobs so that they will be prepared when on their placement. Link 11 - is the National Careers Service job profile page. Select a job - ideally the same job as the placement. Read all about this job. In each profile there is a section on 'the work' and a section on 'skills, interests and qualities'. Learners could link the work tasks with the skills or personal attributes needed. Learners could then present their research to the rest of the group.</p> <p>See page 19 for activity web page links.</p>	30 minutes	3.2	<p>English - 5432 - Understand meaning in compound sentences LO2</p> <p>English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p> <p>English - 5427 - Read for purpose and meaning in straightforward continuous texts LO1, LO2, LO4</p>

LEARNING OUTCOME 4 – KNOW HOW WELL THEY PERFORMED AND WHAT THEY COULD DO BETTER WHEN COMPLETING WORK RELATED TASKS

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Know how well they performed and what they could do better when completing work related tasks	4.1 Identify whether their personal goals have been met
	4.2 Identify skills or personal attributes used when completing work related tasks
	4.3 Identify personal improvements needed when completing work related tasks

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 How well did you do?	Learners could re-visit Link 2 - this helps them to think about what they have achieved on their placement. Learners could mindmap ways to know "how well you did on your placement and what you could do better." In pairs learners share their experiences. Learner 1 describes what they did on the placement and Learner 2 could make suggestions about what Learner 1 could do better next time. See page 19 for activity web page links.	30 minutes	4.1	English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English - 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4
2 What skills and personal attributes did I use?	Learners could highlight the skills and personal attributes they used on their placement. (NB: there is now no distinction between skills and personal attributes in this unit). From this list, learners could then select the skills or personal attributes they demonstrated well and those they could do better.	20 minutes	4.2	English - 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3

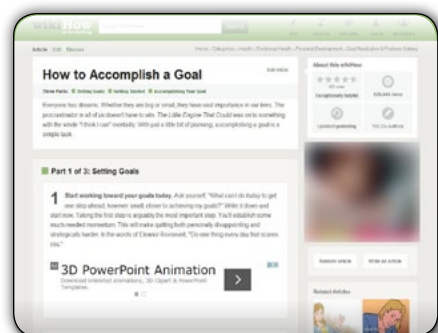
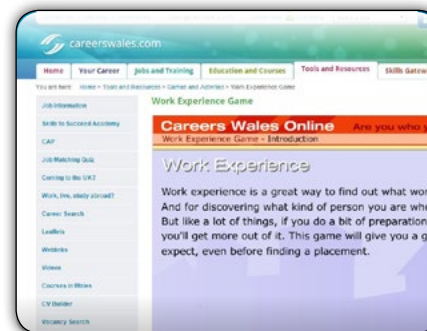
Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 What do I do next?	<p>Learners could see the benefit of completing a work placement by reading Link 12. Discussion points: Which of these did you do? Which could you have done better?</p> <p>Learners could be encouraged to write a letter to the work placement thanking them. An example of a letter can be seen in Link 13.</p> <p>See page 19 for activity web page links.</p>	30 minutes	4.2	<p>English - 5440 - Plan and sequence texts LO1, LO2, LO3</p> <p>English - 5448 - Contribute to discussions LO1, LO2, LO3, LO4</p>

ACTIVITIES WEB PAGE LINKS

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

<http://www.careerswales.com/en/tools-and-resources/games-and-activities/work-experience-game/>

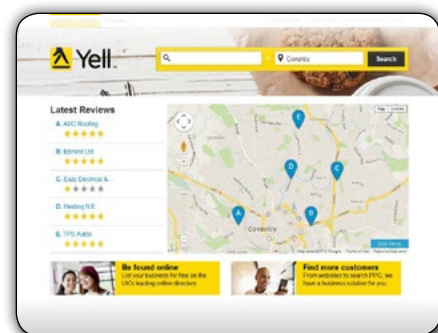
Link 1
Work Experience Game



Link 2
Accomplish a goal
<http://www.wikihow.com/Accomplish-a-Goal>

http://www.careerswales.com/prof/upload/pdf/Getting_Ready- Large_Print.pdf

Link 3
Getting Ready – pdf

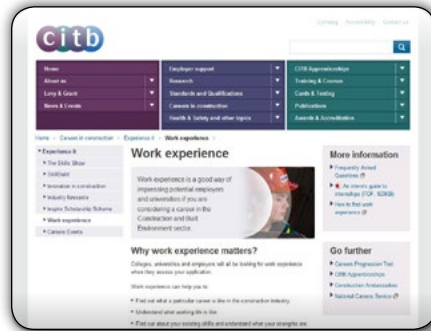


Link 4
Yell
www.yell.com

Link 5
Thomson Local
www.thomsonlocal.com



Link 6
Work experience
<http://www.citb.co.uk/careers-in-construction/experience-it/work-experience/>



Link 7
Workplace etiquette
http://www.thebigchoice.com/Placements/Advice/Work_Place_Etiquette_Conduct.html



Link 8
Time and date
<http://www.bbc.co.uk/skillswise/topic/time-and-date>



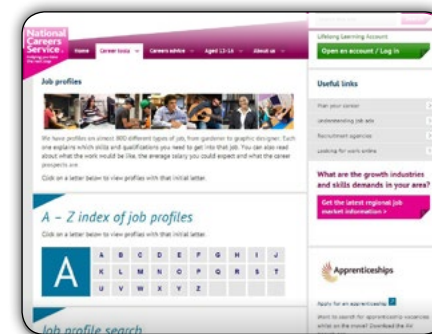
Link 9
Retail
<http://www.bbc.co.uk/skillswise/topic/retail>





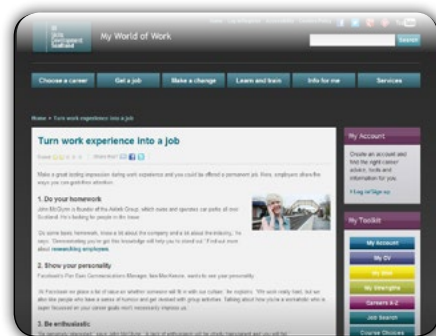
Link 10
My diary – pdf

http://www.careerswales.com/prof/upload/pdf/My_Diary- Large_Print.pdf



Link 11
Job Profiles

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



Link 12
Turn work experience into a job

<http://www.myworldofwork.co.uk/content/turn-work-experience-into-a-job>



Link 13
Setting goals for my future – pdf

http://www.careerswales.com/prof/upload/pdf/Setting_Goals - Large_Print.pdf



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