Unit title:	Work-based experience
Unit number:	20
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	D/601/0998

UNIT AIM AND PURPOSE

This unit will enable learners to gain an insight into what it is like to work in the sector through a period of work experience. Learners will develop the work-based sector skills acquired in other units and evaluate their performance to help determine future learning.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Be able to negotiate industry experience	1.1 research and evaluate suitable organisations that could provide industry experience 1.2 negotiate with work and academic supervisors a proposal for the work experience 1.3 recognise the business constraints on the work experience offered
LO2 Understand the specific requirements of the placement	2.1 agree and prioritise the tasks and responsibilities involved in the work experience 2.2 produce a plan for the work experience 2.3 analyse the benefits of the proposed activities to the business and the learner
LO3 Be able to undertake work experience as identified	3.1 fulfil specified requirements of placement conforming to all related codes of practice 3.2 produce systematic records of work undertaken 3.3 revise the initial plan as required 3.4 make suggestions for improvement and review these with appropriate supervisor

LO4 Be able to monitor and evaluate own performance and learning	4.1 monitor progress against original proposal
	4.2 evaluate the quality of own performance
	4.3 analyse the learning which has taken place during the work experience using suitable reflections
	4.4 make recommendations on how the experience could have been enhanced

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3)	Distinction Criteria (D1, D2, D3)
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to cover **all** Learning Outcomes.

Learners must be able to apply relevant examples to their work although these do not have to be the same as the examples specified.

LO1 Be able to negotiate industry experience	
Research	Current job opportunities of interest to the learner (e.g. technician, web developer, network engineer, computer programmer, etc.) are investigated by looking at current job opportunities, educational visits, guest speakers)
Evaluate	Opportunities for work-based experience are investigated for a range of work-based opportunities (e.g. paid and unpaid placements, range of work tasks available within work-based experience, location of organisation, size of organisation, long-term opportunities such as similar career opportunities, opportunities with the employer at same employment location, opportunities with the employer at other geographic locations)
Industry experience	Types of organisation (e.g. public sector, private sector, organisational structure hierarchy)
Proposal	Background information on work-based experience organisation (e.g. location of organisation, size of organisation, key activities of the organisation, nature of work to be undertaken, examples of work activities to be undertaken, contact details for work-based experience)
Business constraints	Legislation (e.g. data protection act, computer misuse act, health and safety legislation, induction for work-based experience, volume of work to be undertaken, supervised and unsupervised activities, costs incurred by business)
Negotiation	Methods of contacting potential employers, choice of appropriate negotiation methods.
LO2 Understand the specific requirements of the placement	
Tasks	Description of activities, priority of tasks, supervision of tasks, projects to be undertaken, role within tasks, working hours
Plan	Recording documentation, reviewing and prioritising of tasks, development of skills

Benefits	Business – completion of tasks, new ideas for organisation, resolving problems, Learner – skill development, working with others, problem solving, communication.
LO3 Be able to undertake work experience as identified	
Requirements	Undertake planned activities, following organisation procedures, comply with legislation
Records	Diary, logbook, organisation record keeping, audio/video records which are systematic and appropriate
Revise plan	Monitor against requirements, milestones, update plan as required, define/redefine actions to be taken, contingencies
Improvements	Procedures for suggesting improvements, rationale, how to implement improvements, how to appraise improvements.
LO4 Be able to monitor and evaluate own performance and learning	
Monitor progress	Review work experience against proposals, reasons for not completing tasks, variations to expectations of the placement
Own performance	Strengths and weaknesses of learner, barriers to personal achievement, interaction with colleagues, enthusiasm, opportunities, further improvements
Learning	Quality of tasks completed, methods to resolve problems, record-keeping, training completed, interpersonal and other skills learnt
Recommendations	Weaknesses of work location, limitations of variety of work tasks, scope of work undertaken, time management, alternative approaches.

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area.

Typical delivery contexts could include evaluating current job vacancies, previous work experience placements undertaken by the learner; reviewing placements used by previous learners at this level, visiting work-based learning environments within centre (e.g. network manager/ICT support, MIS manager, VLE support, ICT training).

Case studies on resolving problems could be considered and approaches to resolving such cases.

Evaluation techniques should be explored including critical evaluation of own performance, perhaps in relation to the achievement of other units, previous qualifications or previous projects undertaken.

Learners will benefit from being encouraged to exercise autonomy and judgement, adapt their thinking and reach considered conclusions throughout the work-based experience (based on a foundation of relevant knowledge, understanding and/or practical skills).

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using a variety of approaches and schools of thought. For example, case studies or role play could be used to investigate industry experience placements. Peer evaluation of tasks could be carried out.

Assessment evidence guidance

Evidence must be produced to show how a learner has met each of the Learning Outcomes. This evidence could take the form of assignments, project portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Mainstone, J., Reynolds, K., Personal Development and Work Experience Guide: *Personal, Learning and Thinking Skills for the 21st Century,* Cambridge Occupational Analysts Ltd, 2007, ISBN 9780955054167

The Work Experience Support Pack, Chalkface Project, 1995, ISBN 9781860250743

Learning from Work Experience, Qualifications & Curriculum Authority, 1998, ISBN 9781858382937

Work Experience across the Curriculum, Spiro Press, ISBN 9780852907412

O'Neill, S., Douglas, A., *Essential Work Experience Handbook,* Gill & Macmillan Ltd, 2006, ISBN 9780717140336

Websites

Integrating Work-Based Learning into Higher Education: A Guide to Good Practice, A report by the University Vocational Awards Council Carried out by Lyn Brennan
http://asetonline.org/PDFs/UVAC%20Report%20-%20Integrating%20Work%20Based%20Learning%20into%20Higher%20E.pdf

Employability and work-based learning by Brenda Little and ESECT colleagues
www.heacademy.ac.uk/assets/documents/employability/id114_employability_and_work-based_learning_591.pdf

Work-based learning at higher education level: value, practice and critique, Stan Lester & Carol Costley, Middlesex University, London, UK.
Published in Studies in Higher Education 35 (5), pp561-575, 2010.
www.sld.demon.co.uk/slccwbl.pdf