



# The work placement

## Unit 18 – Plan for and reflect on a work placement

### Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element ‘**The work placement**’, which support OCR Awards and Certificates in Employability Skills Unit 18 – Plan for and reflect on a work placement.

Employability Lesson Element

**The work placement**

**Unit 18 – Plan for and reflect on a work placement**

Task 1 – What are my work placement goals going to be?

To help you plan your personal goals for your work placement it is a good idea to start thinking about what you are good at and what you need to improve on.

Mark yourself on the chart below by putting an X in the column that you feel best describes your ability to be/do/portray each of the skills and personal attributes listed.

Skills and personal attributes	1	2	3	4
Financial awareness				
Vision				
Leadership				
Passion/energy/spirit				
Ability to multi-task				
Coping with change				
Willingness to seek advice and help				
Resilience/attitude to failure				
Research				
Selling				
Negotiating				
Persistence				
Creativity/innovation				
Networking				
Ethical responsibility				
Self-belief				
Taking initiative				
Problem solving				
Risk-taking				
Planning/organisation				
Risk management				
People skills				
Determination				
Communication				
Confidence				

**Key**

1 = I am very good at this  
 2 = I am quite good at this  
 3 = I am not particularly good at this  
 4 = I am not good at this at all.

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#### Associated files

Lesson Element Activity – ‘Plan how personal goals will be achieved in the work placement’ skills’

#### Expected duration

- Task 1 – 20 minutes
- Task 2 – 20 minutes
- Task 3 – 20 minutes

### Task 1 – What are my work placement goals going to be?

Learners need to mark themselves on the chart by putting an X in the column that they feel best describes their ability to be/do/portray each of the skills and personal attributes listed.

Learners could compare the skills and personal attributes they gave 3 or 4 with a partner. They need to plan how they are going to turn these into goals for a work placement.

For the skills and personal attributes they gave 1 or 2, learners need to think of an example of when they demonstrated this. This evidence could be used at interviews or on application forms.

### Task 2 – What are the consequences of not behaving appropriately?

Below is a table with some examples of behaviour which is unacceptable in the workplace. Learners should outline a consequence to the employee and for the employer if this unacceptable behaviour was exhibited in the workplace. The answers below are examples.

Unacceptable behaviour	Consequence to employee	Consequence for employer
Arriving late for work	<i>Verbal warning if it happens often</i>	<i>Customer might not be happy if their appointment was then late</i>
Swearing at work colleagues	<i>Reported to management</i>	<i>Have to deal with upset member of staff</i>
Not turning up for work	<i>Lose pay</i>	<i>Scheduled tasks cannot be completed that day</i>
Wasting time	<i>Miss out on promotion or pay rise</i>	<i>Deadlines are not met</i>
Coming to work whilst 'hung over' from the night before	<i>Could injure themselves on machinery</i>	<i>Breach of health and safety as employee unfit to use machines</i>
Using a social networking site during working hours	<i>Banned from using internet whilst at work</i>	<i>Bad impression created if posts are made by the employee when they should be working</i>
Taking social drugs at work	<i>Disciplinary procedures</i>	<i>Need to take disciplinary procedures</i>
Bullying or harassing a work colleague	<i>Disciplinary procedures when the colleague complains</i>	<i>Need to investigate the allegation</i>

### Task 3 – How well did I do?

The table contains skills and personal attributes that are needed in a workplace. Learners need to describe how each might help an employee to succeed in the workplace.

Skills and personal attributes	How could it help an employee to succeed in the workplace?
Working independently	<i>If you do not need to keep asking for help you will be able to complete your tasks quicker.</i>
Working efficiently	<i>If you are paid for each item you make you will receive more money if you work efficiently.</i>
Having good ideas	<i>Your idea might be chosen to be developed and you could gain a reward for this.</i>
Completing tasks to a good standard	<i>If you are new to the business this will prove to your manager that you can complete your trial period successfully.</i>
Taking responsibility	<i>You might be considered for a team leader or supervisory role in the future.</i>
Using initiative	<i>This will show that you could be selected to work on a new project because you do not need to keep asking what to do next.</i>
Working as part of a team	<i>You will have the co-operation of the rest of your team and your work will be more enjoyable.</i>
Willing to learn new skills	<i>You might be sent on a training course so that you can take on extra responsibilities.</i>
Working independently	<i>You will be able to plan your own schedule so that all of your work can be completed.</i>

Learners can then discuss which of these skills and personal attributes are the most important to help an employee succeed in the workplace. A ranking exercise could be done.

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