

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

### Level 2

#### Evidence requirements for centre assessors

Assessment must take place before submitting learner work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (i.e. ticks and comments). Centre assessors must refer to the Teaching Content contained within the Unit specification.

Assessment criteria	Requirements
1.1 Plan how personal goals will be achieved in the work placement	<p>Learners must outline <b>two</b> personal goals they hope to achieve during the work placement, e.g.</p> <ul style="list-style-type: none"><li>• gaining skills/experience</li><li>• developing personal attributes</li><li>• gaining understanding of job roles.</li></ul> <p>For <b>each</b> goal, learners must outline why the goal is important to them and how they aim to achieve it.</p>
1.2 Plan the work placement	<p>Learners <b>must</b> outline details of their work placement, i.e. the following <b>must</b> be included:</p> <ul style="list-style-type: none"><li>• sector</li><li>• name</li><li>• main activity carried out by the organisation.</li></ul>

Assessment criteria	Requirements
	<p>e.g.</p> <ul style="list-style-type: none"> <li>• start date and end date</li> <li>• start/finish times</li> <li>• name of supervisor</li> <li>• type of work to be done.</li> </ul>
1.3 Organise personal arrangements for attending a work placement	<p>Learners <b>must</b>:</p> <ul style="list-style-type: none"> <li>• confirm acceptance of work placement</li> <li>• confirm transport arrangements.</li> </ul> <p>Travel arrangements should give sufficient detail, e.g.</p> <ul style="list-style-type: none"> <li>• bus number</li> <li>• train times</li> <li>• time to walk to/from a specific station.</li> </ul> <p>Screenshots, copies of timetables can be used as evidence.</p> <p>Details of <b>one</b> other personal arrangement must be included.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• organising/confirming childcare</li> <li>• checking on access arrangements</li> <li>• confirming facilities available in the workplace</li> <li>• contact employer to confirm dress code.</li> </ul>

Assessment criteria	Requirements
2.1 Outline the behaviour expected during the work placement	<p>Learners must outline <b>two</b> examples of personal behaviour expected in the workplace.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• arrive on time</li> <li>• work hard</li> <li>• be reliable</li> <li>• dress correctly</li> <li>• be clean and tidy</li> <li>• wear Personal Protection Equipment (PPE)</li> <li>• be helpful.</li> </ul>
2.2 Explain the consequences of not exhibiting expected behaviour during the work placement	<p>Learners <b>must</b> explain the consequences of not exhibiting expected behaviour.</p> <p>e.g.</p> <p>I must arrive on time, or let them know if I am going to be late. This is important to my supervisor because they need to know whether or not they need to arrange cover for the work I was expected to do.</p>
3.1 Perform appropriate work placement tasks independently	<p>Learners must explain the purpose of <b>two</b> workplace tasks they carried out (e.g. by explaining how it fits in with other activities within this work area, department or organisation).</p> <p>Learners must state how they clarified what was expected of them in the completion of the tasks.</p>
3.2 Demonstrate skills or personal attributes when completing tasks	<p>For <b>each</b> task, learners must describe the steps taken to complete it. Learners must also identify <b>two</b> skills or personal attributes used in <b>each</b> task. They must describe how the standard of work was checked.</p> <p>Alternative evidence can be provided to show AC 3.1 has been met. This could include photographs, videos, screenshots etc of work.</p>

4.1 Assess whether personal goals have been met	Learners must refer to the <b>two</b> personal goals identified in AC1.1 (Task 1a) and indicate whether <b>each</b> goal was achieved. Learners should give <b>two</b> examples to explain why each goal was, or was not, achieved.
4.2 Explain how skills or personal attributes were learned or developed during the work placement	Learners must identify <b>two</b> skills or personal attributes learned/developed during the work placement.  For <b>each</b> skill or personal attribute, learners must explain how the skill or personal attribute was learned/developed during the work placement, giving at least <b>one</b> example for each.
4.3 Assess how a skill or personal attribute learned or developed contributed to their performance	Learners must explain how <b>two</b> skills or personal attributes contributed to their performance on the work placement. <b>One</b> explanation should be given for <b>each</b> skill or personal attribute.  Explanation must include: description of skill or personal attribute + contribution to performance + example.
4.4 Reflect on the changes needed to improve performance in future employment	Learners must reflect on <b>two</b> changes needed to improve their performance in future employment.  Learners must give <b>two</b> changes that they need to make to improve their performance for future employment. Learners must explain how making these changes may help them in future employment.