

## **Unit 20:**

## **Learning from Work Placement**

**Unit reference number:** **J/503/2855**

**QCF level:** **1**

**Credit value:** **2**

**Guided learning hours:** **10**

---

### **Unit aim**

The aim of this unit is to ensure that learners reflect on their work placement, identify what they did well and what they could do differently in future, and, from this, create appropriate short-term goals.

### **Unit introduction**

Work placement can be a valuable experience for all learners. It provides an opportunity to practise skills already gained, acquire new skills and develop a knowledge of the working environment. To maximise the experience, learners will be required to identify learning gained from the work placement and then use that learning to set short-term goals.

Before starting this unit, the learner must have experienced a work placement and be aware that the information gathered from that experience will be used as a basis for this unit. The learner needs to have gathered evidence of tasks undertaken during their work placement.

### **Essential resources**

Learners must undertake a period of work placement before taking this unit.

## Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to reflect on what has been learned from the work placement	1.1 Keep an accurate record of tasks undertaken during work placement	<ul style="list-style-type: none"> <li>• <i>Evidence of tasks undertaken:</i> e.g. employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended; record of tasks undertaken kept in work diary or logbook</li> <li>• <i>Record-keeping:</i> methods of recording information, e.g. portfolio, CD ROM, video, handwritten, electronic, word-processed; oral and written presentation</li> </ul>
	1.2 Identify what has been learned from key tasks undertaken during the work placement experience	<ul style="list-style-type: none"> <li>• <i>What was learned from work placement tasks:</i> skills, e.g. self-management, communication, teamwork, business and customer awareness, problem solving, how to work accurately with numbers, IT skills, technical skills, use of equipment; product or service awareness</li> </ul>
2 Know how tasks could be undertaken differently or improved	2.1 Identify tasks undertaken during the work placement that could be carried out differently or improved	<ul style="list-style-type: none"> <li>• <i>What could be carried out differently:</i> e.g. complete task more thoroughly or quickly, involve another colleague in assisting or overseeing, use different equipment or method, ask for help when needed, clarify instructions, ask questions, investigate all options before acting</li> </ul>
	2.2 Outline different ways to carry out tasks	
3 Be able to use learning from work placement to set short-term goals	3.1 Set short-term goals which build on own learning from work placement	<ul style="list-style-type: none"> <li>• <i>Short-term goals building on learning from tasks:</i> e.g. skills and knowledge development (e.g. further study, investigate specific career options or work areas), apply for full-time employment, seek voluntary work in a particular area; developing interpersonal skills, e.g. soft skills</li> </ul>

## Essential Guidance for tutors

---

### Delivery

For this unit, the learner must have had experience in a work placement. The length of time spent in the work placement is not defined; however sufficient time must be given to allow the learner to meet the assessment criteria.

The learner will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence to demonstrate competence for each assessment criterion. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken - perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated. The learner must adhere to the company policy on confidentiality and intellectual property.

Different methods of record-keeping should be discussed. Examples of previous work could be shown. Paper-based and/or electronic record keeping methods may be used.

At a review meeting with a tutor on return from work placement, learners need to describe what they have learned by undertaking different tasks, giving examples in each instance. They may need some encouragement and prompting to help identify what was learned.

Small group discussions, class presentations or one-to-one tutorials could be used to allow learners to explain what they could have done differently. Examples could include prioritising time better, asking additional questions, clarifying the task, or learning a new skill that would have made the task easier.

Learners could discuss with a tutor, teacher or careers adviser, their possible options for future career plans that build on their learning experience from the placement. They can set realistic goals in respect of courses, training programmes, employment opportunities or further investigation of careers and industry types.

## **Assessment**

The assessment for this unit could be a single task which provides evidence of all assessment criteria or smaller tasks which relate to individual criteria.

For 1.1, learners must gather and record evidence of tasks undertaken in the work placement. This evidence can then be used as a basis for the remaining assessment criteria. This can take the form of a diary which outlines what has been achieved during the day.

Alternatively, learners may gather evidence of work undertaken, including reports or references from employers and colleagues, video logs or witness statements. The evidence produced could include information about what the learner was asked to do, what the timescale was for completion, if they met the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 1.2, learners need to choose two tasks from 1.1 and describe what they learned as a result of completing the task. The learner can draw on the insight gained through the review meeting with the tutor on return from work placement but they need to choose independently the two tasks and decide what was learned from them. The learner could make reference to what they learned about themselves in terms of personal skills and attributes or to what they learned about the practical aspects of the task. This could include acquiring a new skill or learning new terminology.

For 2.1 and 2.2, learners may require some support from the tutor in considering what they could have done differently in carrying out a specific task from the work placement. However, the learner must be able to choose independently two different tasks from the evidence gathered in 1.1 and outline how they would do the task differently if asked to do it again.

For 3.1, the learner is required to set at least two short-term goals which build on the learning that they gained from completing tasks in the work placement.

## **Suggested resources**

### **Websites**

[www.direct.gov.uk/en/EducationAndLearning](http://www.direct.gov.uk/en/EducationAndLearning)

[www.work-experience.org](http://www.work-experience.org)