

Unit title: **Work-based Experience**

Unit code: **D/601/0998**

QCF level: **5**

Credit value: **15**

Aim

This unit aims to enable learners to experience the scope and depth of learning which may take place in a work-based context by planning, monitoring and evaluating the work experience.

Unit abstract

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities for the business and learner.

This unit is designed to allow flexibility of study for part-time and full-time learners. It is expected that learners will be supervised in the workplace in addition to their academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform activities which will allow them to meet the assessment criteria for this unit. They will recognise the scope of what they have achieved by recording evidence from carrying out the activities. They will also gain maximum benefit by reflecting on and evaluating the work they undertake.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to negotiate industry experience
- 2 Understand the specific requirements of the placement
- 3 Be able to undertake work experience as identified
- 4 Be able to monitor and evaluate own performance and learning.

Unit content

1 Be able to negotiate industry experience

Suitable organisation and location: types of establishments for placement eg industry-related work for a client brief at college, existing work environment, and different department within current employer's business

Negotiation: methods of contacting organisations; methods of undertaking negotiations

Nature of duties: type of undertaking eg routine duties and tasks, project work, development of new procedures/protocol

Supervisors: roles and responsibilities of academic and industrial mentors

Expectations of learning: aims eg proficiency in new tasks and procedures, time management and problem solving skills, reflection, discuss progress with others, teamwork

Business constraints: consideration of possible limitations eg need to be fully trained, adherence to quality systems, health and safety considerations, supervision time, workload, customer satisfaction, limited staffing, cost of materials

2 Understand the specific requirements of the placement

Tasks: details of activities eg specific hourly, daily, weekly routine and non-routine tasks; breakdown of a project into stages; new procedures/protocol

Prioritise: reasons for rationalisation of the order of tasks; methods of prioritising work

Plan for the work experience: methods used to develop detailed plan with schedule of tasks; proposed dates for reviews; expected input from supervisors

Benefits to organisation and learner: advantages to business eg allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures; advantages to learner eg understanding how a business operates, understanding importance of teamwork, learning new techniques, development of problem-solving and time management skills

3 Be able to undertake work experience as identified

Carry out the planned activities: realisation eg carrying out tasks and project work according to relevant legislation, training and codes of practice; developing new procedures or protocol

Record activities in the appropriate manner: systematic and appropriate recording of relevant activities eg logbook, diary, portfolio, spreadsheets, databases; list of resources

Revise the initial plan as required: methods used to review activities at the appropriate time to see if they meet requirements; make alterations as needed

4 Be able to monitor and evaluate own performance and learning

Evaluation of the quality of the work undertaken: meeting industry standards and evaluating own performance against original proposal; comments/testimony from supervisors

Account of learning during the work experience: details of experience gained eg new procedures, interpersonal skills, time management, problem solving, teamwork; details of evidence eg portfolio of evidence, scientific report, management report

Recommendations on how the learning experience could have been enhanced: alternative ideas eg different location, different brief, different time period, more/less support, better time management, better preparation

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass 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

Guidance

Links

This unit has particular links with the following units within this qualification:

- *Unit reference number T/601/0943: Personal and Professional Development*
- *Unit reference number A/601/0992: Employability Skills*

This unit also links with the following NOS:

- NVQ L4 Laboratory and Associated Technical Activities (LATA).

Essential requirements

Delivery

This unit must be delivered in the context of a science-based industry or service, for example the pharmaceutical industry, health sciences. Learners should carry out technical work that would be undertaken by a person employed in the science field.

This unit differs from *Unit reference number R/601/0223: Work-based Investigation* in that a significant part of this unit relates to negotiating a placement and researching the activities of the company. In *Unit reference number R/601/0223: Work-based Investigation*, the intention is to give credit to learners who are already industry-based and routinely develop applied science practical skills and theoretical knowledge through everyday company-based activities.

The work used for this unit must not be used for Unit 5: Project for Applied Science or Unit 8: Work-based Investigation.

Given the work-based nature of this unit, the majority of resources will be those available to learners in the workplace. Work will normally be planned to be achievable within the resource constraints of the employer. Therefore knowledge of company structures and daily routines and expectations is essential.

Assessment

Evidence for achieving this unit must be in a scientific context. Scientific terminology, protocols and documentation (such as report writing and logbooks) should be used where appropriate.

Tutor support and guidance are essential. Learners must remain in touch with tutors during the work experience. Email is often the best way but some centres may have access to a virtual learning environment where learners can share information and experiences with each other and the tutor.

Resources

Where possible learners must negotiate a placement in a local applied science-related industry or negotiate an applied science-related scheme of work at their centre of learning. In either case they must fully appreciate the role of their placement within the context of the company's business or the centre's activity.

Employer engagement and vocational contexts

Evaluation of learners' performance against set targets is a key aspect of the unit and must be undertaken in conjunction with both academic and industrial supervisors.