



PREPARATION FOR WORK

COMPLETING AND EVALUATING WORK EXPERIENCE >

Session plan



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START
SOMETHING

AT A GLANCE >

This session helps learners to take note of their experiences on their work placement and reflect on what they've learnt after they've completed it. Before this, learners should have completed the 'Applying and preparing for work experience' session.



CURRICULUM LINKS

- ✓ Gatsby Benchmarks 2, 5 and 6 (England)
- ✓ Career Standards 5, 8, 9 (Scotland)



LLN OPPORTUNITIES

- ✓ Written work placement portfolio
- ✓ Presenting their experiences to a group
- ✓ Responding to others' experiences



QUALIFICATION OPPORTUNITIES

- ✓ Experiencing the world of work - LOs: Complete a successful work experience placement and Review your own work experience placement

LEARNING OUTCOMES >

- ✓ Reflect on the work experience
- ✓ Identify skills developed during the work experience
- ✓ Understand how this experience will help you in the future

ACTIVITIES >

ACTIVITY	TIME	PAGE
Successfully completing work experience	-	03
Evaluating and reflecting	30 minutes	04



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SUCCESSFULLY COMPLETING WORK EXPERIENCE >

This activity provides the guidance needed to support learners through their work experience by helping them reflect on what they've learnt.



WORKSHEET

- ✓ Work experience portfolio



QUALIFICATION OPPORTUNITIES

- ✓ Complete a daily log about your work experience placement
- ✓ Obtain feedback on your placement

ACTIVITY STEPS >

1. Support each young person through their work experience placements and help them to complete their work experience portfolios to a high standard (remind them they're working as a professional now!)

If learners choose to do their placement online, it's important to emphasise to them that working remotely will help them build important digital communication and collaboration skills and that it will prepare them for online interviews and remote working in the future. There is potential for learners to feel downhearted if they weren't able to experience their work placement in the way they had hoped, but they will still have learnt valuable skills.

2. As part of their portfolio work, ask learners to complete the 'Daily check in' worksheet with information about what they get up to each day. This must include:
 - What tasks they've completed
 - What skills they've demonstrated
 - Something they did well that they are proud of
 - Something they will work on improving tomorrow
3. Make sure you ask employers and a health and safety representative to complete a work experience statement, which can be found at the end of the portfolio document. This needs to show the contribution that the learners have made during their time on the placement.



EVALUATING AND REFLECTING >

In this activity, learners will think about what they have achieved during their work experience and set up some new goals based on what they've learnt.



TIME REQUIRED

30 minutes



WORKSHEET

- ✓ Work experience portfolio
- ✓ Applying and preparing for work experience worksheet



QUALIFICATION OPPORTUNITIES

- ✓ Give examples of how you worked co-operatively with others
- ✓ Give examples of how you adhered to health and safety
- ✓ What you enjoyed about work experience
- ✓ What you find difficult/challenging about your work experience
- ✓ How this work experience will help you in the future
- ✓ Skills developed on your work experience
- ✓ Explain ways the work experience could have been improved

ACTIVITY STEPS >

1. Ask the learners to look over their 'Daily check-in' worksheet and step 3 of their 'Applying and preparing for work experience' worksheet where they wrote down some goals and expectations for the placement. Explain that they now need to write reflections on how they felt the placement went, whether it met their expectations, and how well they think they've achieved the goals they set themselves.
2. Encourage the group to talk about their experience and whether they achieved all that they had hoped to. Did they learn anything that they will apply to similar experiences in the future? Set some new SMART goals based on what they've learnt and the skills they've developed from their placement.
3. If there is time and the group are comfortable doing so, they could present to the rest of the group their experience of their work placement and discuss some of the evaluation questions, such as what they enjoyed, what they found challenging, what they learnt, what they would improve or do differently next time and how their work experience will support them in the future. If the learners are filmed delivering their presentations, this could count towards both their Work Experience and their Presentation Skills units.
4. To make sure they make the most out of the skills they've learnt on their work experience placements, signpost them to the 'Career Planning' unit where they can work on their CVs, personal statements and potential job applications by incorporating what they've learnt on their work placements.

If you have time and looked at Luke's story at the end of the 'Applying and preparing for work experience' session, you can also ask learners to come up with their own story about their placement. They can present this in a number of mediums e.g. as a PowerPoint, poster, film, blog post.



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