

Requesting Effective Workplace Feedback

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.ENG.8

WHAT THIS LESSON DOES

Prepare to request specific feedback from your workplace supervisor by studying an example conversation and writing your own script. Alternatively, structure feedback you have already received. Focus on skills with real examples to gather useful insights for development.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.8	generate and reflect on feedback related to their performance and engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Prepare a short, specific feedback request for dialogue with a workplace member
- Focus requests on specific skills with supporting evidence
- Produce a feedback request script or structured write-up of feedback received

KEY TERMS

Term	What it means here	For example
Workplace feedback	Specific comments from someone who has seen you work, focused on what you did well and what to develop, with real examples rather than vague praise.	Your supervisor naming how you handled a short delivery on Wednesday, not just saying you had a great attitude
Supervisor	The person who oversees your day-to-day work on placement and is best placed to give honest, evidenced feedback on how you performed.	The floor manager who set your tasks each morning and watched you serve customers
Dialogue	A two-way conversation where you ask clear questions, listen fully, and check you have understood, rather than waiting to be told or defending yourself mid-way.	Asking for one strength and one development point, then repeating back what you heard before you leave

BEFORE THE BELL

- Print copies of the worked example script if students need physical versions.
- Prepare a whiteboard or flipchart for annotating key parts of the example.
- On screen this lesson: worked example.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Write Your Feedback Request Script or Feedback Write-Up
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who has already had a feedback conversation on placement, who has not, and who is still waiting on a reply. That split decides who writes a script and who writes up feedback already received. Name that both routes are valid and both land in the same portfolio folder.

5 min Key Terms

Keep this brisk. Stress that **dialogue** means the student does not argue mid-feedback; they write it down first and decide later what they accept.

35 min Write Your Feedback Request Script or Feedback Write-Up

On screen: worked example

SUGGESTED TIMING

12 minutes on the worked example: walk beats 1-6 on the board. Pause before each reveal and ask the class what they notice first.

20-23 minutes independent writing. Split the room early: script writers versus write-up writers. Circulate for scripts that only ask "how did I do?" and push them back to two named skills or moments.

LOOK-FORS

- Both a strength and a development ask are present
- At least one concrete placement moment is named
- The ask is short enough a busy supervisor could say yes
- Write-ups separate vague praise from evidenced points

PLACEMENT LOGISTICS

If some students still have no supervisor contact, have them script the ask for a named workplace member from their Broad Engagement Plan instead. Do not invent a fake workplace.

10 min Think About It

Keep this to paired talk. Push the second prompt: ALT 4 needs areas for development drawn from real feedback, so a script that only fishes for praise will starve the plan. If anyone is anxious about asking, normalise that and keep the focus on a short, specific ask rather than a performance review.

5 min What you covered

Quick exit check: every student has a named document in Strand 2.2. Note who still needs to send or hold the conversation so the next feedback lesson is not blocked. Remind the class that the next feedback lesson is where they sort vague praise from actionable points.

ANSWERS AND LOOK-FORS

- "could I get five minutes with you for some feedback" - Short, concrete ask - Five minutes is a real request a busy supervisor can say yes to. "Whenever you have a minute" is easy to forget and hard to schedule.
- "how I handled the under-10s session on Wednesday when two coaches..." - Names a real moment - A specific day and situation gives Denise something to remember. "How was my teamwork?" is too broad for a useful answer.
- "how clear my communication was at the reception desk" - Second skill, still specific - Two focused asks beat a laundry list. Orla has chosen skills she actually used on the floor, not abstract qualities.
- "one thing you think I did well and one thing I should work on" - Strength and development - Effective feedback needs both. Asking only for praise leaves you with nothing to act on; asking only for faults can shut the conversation down.
- "with a specific example if you can" - Evidence, not slogans - This is what turns "great attitude" into something you can use. You are inviting the supervisor to point at a real incident.
- "Is Friday morning after opening okay, or is there a better slot for..." - Makes it easy to say yes - Proposing a time and offering an alternative respects their diary. The dialogue starts with a workable next step, not a vague hope.

TEACHING MOVES

- Walk through the annotations of Orla's script on the board with the whole class, pausing for discussion.
- Circulate during the paired discussion to encourage students to consider both strengths and development points.
- Remind students that the script is for a five-minute conversation and should be easy for the supervisor to answer.
- For those writing up existing feedback, guide them to structure it clearly with examples.

WHAT TO WATCH FOR

- Students focus only on positive feedback: Direct them to ask for one strength and one development point explicitly.
- Requests remain too vague: Encourage naming specific tasks or moments from their placement experience.
- Students argue during the imagined conversation: Stress that they should listen and note first, then reflect later.

DIFFERENTIATION

- Support: Provide sentence starters or templates for the feedback request script.
- Extension: Have students role-play their script with a partner to practise delivery.
- Support: Pair anxious students with a peer for the think-pair activity.

WHAT STUDENTS ARE LEFT WITH

- Feedback Request Script or structured note of feedback already received