

Final Personal Statement Revisit

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.ENG.10

Outcome LCW.M2.S2.ALT4.1

Outcome LCW.M2.S2.ENG.2

WHAT THIS LESSON DOES

Reflect on the impact of workplace engagement on your personal development. Examine an annotated example, revise your own statement to include specific placement evidence, and record the evolution of your writing across multiple versions for your portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.10	reflect on their engagement with the workplace.
LCW.M2.S2.ALT4.1	create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development.
LCW.M2.S2.ENG.2	discuss how their personal statement might support their engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Incorporate workplace engagement learning into the final personal statement
- Bank Personal Statement V4 Final for the end-of-course portfolio
- Document changes across the four revisits

KEY TERMS

Term	What it means here	For example
Final personal statement	The version of your personal statement that closes the two-year revisit cycle: it carries who you are after workplace engagement, and it is the one you will draw on for applications and for the Portfolio in Action brief.	A 300-500 word statement that now names a real placement moment, a skill evidenced on the floor, and a clearer next step
Workplace learning	What you now know about yourself because you spent real time in a workplace: the skills that showed up, the feedback you received, and the parts of the work that fitted or did not fit.	Realising on day two that you handle customer complaints calmly, something your school self-audit never named
Version final	Not a claim that you will never change again, but a deliberate bank of this stage of you: the fourth and last scheduled revisit of ALT 1 material before the course closes.	Half-page note: V1 named teamwork in PE; V3 added the community task; V4 replaces both with a till-close moment and a pharmacy-technician next step

BEFORE THE BELL

- Confirm students can open their V3 personal statement and at least one placement or equivalent artefact before the worked example walk. Have a paper pack ready: statement space, change-note template (three headings), and a one-page V4 checklist (moment / skill+feedback / direction / development edge / voice cut).
- On screen this lesson: worked example.

Final Personal Statement Revisit

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Bank Your Final Personal Statement
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the arc out loud: four revisits across two years, this one the last. Ask for a quick show of hands on who already has a placement reflection or feedback note open. Students who missed placement still work from prior part-time, voluntary, or shadowing experience, or from the mock-interview feedback already in Strand 2.2.

Before the worked example walk: every student should have V3 (or latest) and at least one placement or equivalent artefact open on screen or on paper. Have a paper pack ready (latest statement printout space, change-note headings, one-page V4 checklist: moment / skill+feedback / direction / development edge / voice cut).

Look for: nobody treating V4 as a light polish of V3. Workplace material has to land in the body of the statement, not only in the change note.

5 min Key Terms

Keep this tight and skim-only (about 5 minutes). The table is a reference, not a discussion. Move to the worked example once students have scanned the three rows. Time saved here protects the gather-and-highlight beat before drafting.

35 min Bank Your Final Personal Statement On screen: worked example

SUGGESTED TIMING

- 10-12 minutes: walk the worked example beats, pausing before each reveal so the class can spot the move
- 5 minutes: gather and highlight (one moment, one skill with evidence, one cut)
- 15-18 minutes: silent drafting of V4 Final
- 3-5 minutes: change note started (three headings + workplace-learning bullet); finish the half page before the next lesson if needed

TEACHING TIPS

Beat 3 (the quiet customer) is the load-bearing one: push the class to say why a scene beats a claim. When students draft, circulate for three faults: workplace learning parked only in the change note, a statement that still reads like V3 with one placement sentence glued on, and AI-smooth prose with no concrete detail.

Differentiation: students without a full placement work from part-time work, volunteering, work shadowing, or the mock-interview feedback already banked. The standard is authentic engagement, not identical experience.

Flag that ALT 4 begins next: the areas for development they will plan against should already be hinted at in today's statement and change-note start.

At dismissal, spot-check V4 Final saved in Strand 2.2; accept a started change note with headings filled if the half page is still in progress.

10 min Think About It

Two minutes pairs, two minutes whole-class harvest. Push for answers that point at a sentence, not at a mood. If time is tight, use only the first prompt.

Remind students the change note is part of the bank, not optional decoration: it makes growth across revisits visible for Portfolio in Action.

5 min What you covered

Spot-check that V4 Final exists in Strand 2.2 before dismissal. Accept a started change note with headings and the workplace-learning bullet filled; note who still owes the finished half page before next lesson. Flag anyone still on V3 language only; they need a short catch-up before the ALT 4 lessons.

ANSWERS AND LOOK-FORS

- "Three days at a local community pharmacy made it concrete" - Placement lands early - Workplace learning is named in the opening, not saved for a final paragraph. A reader knows immediately that this version is post-placement.
- "a regular customer became distressed when her prescription was delayed" - Scene, not slogan - A specific afternoon and a specific person. Nobody else in the class had this moment, so the claim of calm under pressure becomes checkable.
- "My supervisor later said that moment showed reliable customer care" - Feedback inside the story - Outside feedback is woven into the evidence, which is stronger than a separate boast that people say she is good with customers.
- "pharmacy technician training and related healthcare support roles" - Direction got sharper - V3 may have said healthcare in general. V4 names a real route the placement made plausible, without pretending the decision is locked forever.
- "asking for help early rather than pushing through alone" - Honest development edge - A final statement can still name a weakness. Doing so with a real day-one mistake reads as mature, and it feeds straight into ALT 4 planning.
- "I turn up, I listen carefully, and I treat small tasks as part of..." - Voice stays hers - Short, plain closing lines. No corporate polish. A final version should still sound like the student, only clearer and better evidenced.

TEACHING MOVES

- Model the annotation process using Aoife's statement to show how workplace evidence strengthens claims.
- Require files open before drafting; the gather-and-highlight beat cuts the 'one sentence glued on V3' fault.
- Circulate during the main activity to prompt specific placement or equivalent examples.
- Use pair discussion in Think About It to harvest sentence-level stress tests for the whole class.
- Exit ticket: V4 Final saved in Strand 2.2; change note at least started with headings and workplace-learning bullet.

WHAT TO WATCH FOR

- Students stick to vague claims; direct them to use specific moments from placement or equivalent artefacts.
- Leaving the change note blank; require the three headings started in class even if the half page finishes later.
- Removing too much of the original statement; encourage building on previous versions rather than starting over.

DIFFERENTIATION

- Support: Offer the change-note template and V4 checklist; allow paired work to articulate placement or equivalent experiences.
- Extension: Ask students to consider how their V4 could be adapted for different application contexts.
- Support: Students without a full placement use part-time, volunteering, shadowing, or mock-interview feedback already banked in Strand 2.2.

WHAT STUDENTS ARE LEFT WITH

- Personal Statement V4 Final plus half-page change note