

LESSON 20

Closing the Placement Well

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.ENG.7

Outcome LCW.M2.S2.ENG.8

WHAT THIS LESSON DOES

In this lesson you will learn to close a work placement professionally. You will practise writing a specific thank-you message within twenty-four hours, exchanging contacts, completing paperwork, and requesting a reference promptly while the supervisor remembers you.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.7	engage with a work experience or work shadowing experience.
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

- Close a placement professionally within twenty-four hours
- Write a short thank-you naming one specific thing learned
- Request a reference now rather than months later

KEY TERMS

Term	What it means here	For example
Thank-you	A short, specific message sent within twenty-four hours of leaving a placement, naming one real thing you learned rather than vague praise.	A three-line email that mentions the Tuesday returns process you were shown, not just 'thanks for everything'
Reference request	Asking a supervisor, while they still remember you, whether they would act as a referee for future applications.	Asking on the last morning, with a clear note of what the reference might be used for
Professional close	The full leave-taking package: thank-you sent, contacts exchanged, sign-off paperwork done, and a dated reference request.	Thank-you email same evening naming the Tuesday returns demo; contact swap with the duty manager; school sign-off signed before leaving; reference asked for with the date noted in the Placement Close document

BEFORE THE BELL

- Print physical copies of the sample email annotation task for any students requiring them.
- Remind students to have their Strand 2.2 folder ready, including any earlier placement plan or target-org note for those without a live host.
- Students need their Strand 2.2 portfolio folder open, because they copy their finished work into it in step 4.
- At a minimum, the specific-learning line and the reference sentence should be on the page while you are in the room to read them. The full three-part document is finished in this period rather than taken home.
- On screen this lesson: list builder, document annotator.

Closing the Placement Well

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
10 min	activity	What Do You Expect From a Close?
15 min	activity	Annotate a Closing Email
25 min	activity	Write Your Placement Close
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has ever left a job, club or placement without a proper goodbye, and keep that opening light rather than turning it into a confession session. Say clearly that the structured feedback conversation belongs to a later lesson and that today is the practical close only, so nobody spends their writing time on feedback wording.

Students who are still on placement write as if today is their last day. Students whose placement has already finished use that host. Students who are not yet placed use the target organisation they named in their earlier Strand 2.2 placement plan, so that nobody has to invent an employer from nothing.

10 min What Do You Expect From a Close? On screen: list builder

Build the goal with the class rather than writing it for them: take a proposed line, ask whether anyone could check it, and only mark it agreed when the wording survives that question. The tool never shows an answer, so the wording on the board is whatever the room can defend.

The starter lines under each heading are there for a class that stalls. Let students adopt one, reword it, or replace it with something closer to their own placement, and say that out loud so nobody treats a starter as the correct answer.

Note which heading splits the room. The line about when you check the goal and what would make you change it usually causes the most argument, and it is worth one minute back after the annotation step if time allows. Students still on placement answer as if today is their last day.

15 min Annotate a Closing Email On screen: document annotator

RUNNING THE ANNOTATOR

Start in explore mode. Pause after about two minutes so pairs can justify one label out loud to each other, then reveal the model only when most rows have been placed, so the reveal settles an argument the class has already had.

Spend your teaching time on the reference-ask line, because that is the hardest one to get right: it should be polite, should name when the student intends to send it, and should not read as a demand.

LOOK-FORS

- Students spotting that "amazing" and "the best" carry no evidence
- Students noticing the Tuesday returns line as the only usable specificity
- Debate over whether the reference line is too blunt, which it is, though it needs a softener rather than deletion

If a claim from step 2 split the room, spend one minute tying it to a labelled stretch here.

25 min Write Your Placement Close On screen: list builder

CASE DISCUSSION (3-4 MINUTES)

Ask what Cian can still salvage and what is already lost. Push towards 'ask now anyway' rather than silence. Keep the case oral and short, because the writing that follows needs the rest of the step.

PRODUCTION (REST OF THE STEP)

Circulate and read for specificity: every thank-you should name a real task, a real day or a real person. Where a student opens with something that could have been written about any placement, ask them what they actually did on the Tuesday and have them write that line instead.

Students without a live host use the target organisation from their earlier Strand 2.2 work, either the placement plan or the target-organisation note, so that nobody invents a host from nothing.

PORTFOLIO CHECK

Confirm the document is named **Placement Close** in the Strand 2.2 folder and holds all three parts: the thank-you, the contacts plan, and the dated reference request.

5 min What you covered

Spot-check three Placement Close documents before dismissal: specific learning named, reference line present, date present, file named Placement Close in Strand 2.2. Remind the class that the structured feedback conversation is a separate lesson and should not be muddled into tonight's message.

ANSWERS AND LOOK-FORS

- "It was amazing and I learned loads. You're the best." - Too vague: cut or rewrite - Warm but empty. A supervisor cannot remember 'loads'. This is the line most first drafts open with.
- "I can see why accuracy matters when the till and the stock list have..." - Specific learning: keep this - Shows understanding, not just attendance. One sentence of 'why it mattered' beats a paragraph of praise.
- "Also would you be a reference?" - Reference ask - Right instinct, rough landing. The ask belongs here, but it needs a purpose and an easy out, not a blunt one-liner.
- "You can reach me on this email or on 087 555 0142 if anything comes up" - Contact exchange - Door left open. Keep this. Confirm which channel the supervisor prefers if you can.
- "Cheers" - Weak tone for a close - Fine with a supervisor you knew well; swap to 'Kind regards' if the tone of the placement was more formal.

TEACHING MOVES

- Run the true-or-false activity in predict mode; do not reveal the key until after annotation if you return to a split.
- Claim 3 (reference now) is the usual room-splitter, hold that debate for after the email labels.
- Circulate during writing and block generic openers; every thank-you names a real task, day or person.
- Students still on placement write as if today is the last day; others use their live host or Strand 2.2 target organisation.

WHAT TO WATCH FOR

- Students write vague thank-yous; remind them to name one specific thing learned from the placement.
- Omitting the reference request; check documents for this section before dismissal.
- Forgetting to include a date for the request; ensure the document has a clear timeline.
- Inventing a host cold instead of using the earlier Strand 2.2 target-org note.

DIFFERENTIATION

- Support: Provide the list builder starters as sentence frames for the thank-you and reference lines.
- Support: Allow pair discussion for two minutes before writing the close document.
- Extension: Challenge students to role-play delivering the reference request verbally after the written version is saved.

WHAT STUDENTS ARE LEFT WITH

- Placement Close: thank-you as sent, contacts exchanged, reference request with date