

LESSON 22

Reflecting on Placement Feedback

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.ENG.8

Outcome LCW.M2.S2.APP.7

WHAT THIS LESSON DOES

In this lesson you will sort placement feedback into vague praise, evidenced comments and actionable changes. You will apply a reflection framework to your own notes and conclude with a specific plan for what to do differently.

HANDLE WITH CARE

- Harsh, unfair, or unsafe-placement feedback: no forced public share; offer the sample route; signpost guidance counsellor, and WRC or Citizens Information where rights or safety apply.

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.
LCW.M2.S2.APP.7	outline strategies for developing resilience and dealing with constructive feedback.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Distinguish vague praise from evidenced and actionable feedback
- Apply one reflection framework to feedback you actually received
- Conclude with one concrete change you will make on a named next occasion

KEY TERMS

Term	What it means here	For example
Actionable feedback	Feedback that names a specific behaviour you can change, with enough detail that you know what to do next time.	Write down instructions the first time rather than asking twice
Vague praise	Warm, general comments that feel good but give you nothing to act on or evidence later.	Great attitude / was a pleasure to have
Reflection framework	A short structure that turns raw feedback into meaning and a next step, such as STAR or What / So-what / Now-what.	What: asked twice. So-what: slowed the counter. Now-what: write the steps once in my notebook before the next shift.

BEFORE THE BELL

- Remind students to bring placement feedback or mock-interview notes.
- Printed copy of the sample supervisor note ready if devices fail.
- If Placement Feedback Reflection does not yet exist in Strand 2.2, students create it this lesson from the required headings on the activity page.
- Remind students to bring whatever feedback they have (host form, email, mock-interview notes). Have a printed copy of the sample note ready if devices fail. If Placement Feedback Reflection was never set up earlier in Strand 2.2, students create it now from the headings on the student page (filename: Placement Feedback Reflection in the Strand 2.2 folder).
- On screen this lesson: document annotator.

Reflecting on Placement Feedback

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Sort the Note, Then Your Own
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has written feedback from their host, a mock interview, or a supervisor already. Students without placement feedback can use notes from the mock interview, prior part-time or voluntary work, or the sample note in the activity. Keep the tone practical: the skill is reading feedback accurately, not defending a placement that went well or badly.

Sensitive feedback: if a student's note is harsh, unfair, or linked to bullying or unsafe practice, do not force a public share. Offer the sample route, pause pair discussion for that student, and signpost the guidance counsellor. For workplace rights or safety concerns, Citizens Information or the WRC may also be appropriate. Keep student-facing talk practical; do not require disclosure of a difficult placement.

5 min Key Terms

Spend under five minutes here. The class will practise the three labels on the sample note next; do not re-teach the table once the annotator is open.

40 min Sort the Note, Then Your Own On screen: document annotator

SUGGESTED TIMING

The timings below leave the largest block for students working on their own feedback, which is the part that has to be finished today.

- First, about 10 minutes annotating the sample
- Then about 5 minutes revealing the model and comparing quickly
- Then about 25 minutes on the own-feedback sort, one framework pass, and the do-differently sentence

If the class is running behind after the sample, drop the pair comparison of the model rather than shortening the time on their own feedback, because the page in the portfolio document is what each student has to leave with.

BORDERLINE LABELS

If a phrase names a checkable behaviour but no change, it is evidenced. If it tells the student what to do next, it is actionable. When a sentence mixes both, prefer the stronger label and move on. A long argument about which label fits eats the time students need for their own page, so settle it quickly (for example, "asked sensible questions" stays evidenced unless it also instructs a change).

LOOK-FORS

- Students who label everything as evidenced: push them to ask whether a stranger could picture the moment
- Students who write a second half-page justifying which framework is better: stop them, because using one framework once is the task
- No placement feedback: use mock-interview critique or the sample as stand-in, and mark the document as practice

SENTENCE STARTERS (DIFFERENTIATION)

- Framework: "What: ... / So-what: ... / Now-what: ..." or "Situation: ... / Task: ... / Action: ... / Result: ..."
- Do differently: "Next time I [place/task], I will [specific behaviour] so that [result]."

SENSITIVE FEEDBACK

If feedback triggers distress or describes bullying or unsafe practice, pause the public share, offer the sample route, and point to the guidance counsellor; WRC or Citizens Information where workplace rights or safety apply.

This work feeds ALT 4 (the plan responding to workplace feedback) later. Keep the "what I will do differently" sentence concrete enough to become a SMARTER goal. By the end of today each student should have a sorted note, one framework pass, and one concrete do-differently sentence.

5 min Think About It

The talking here matters less than the page each student is leaving with, so if anyone still lacks a do-differently sentence, they finish the document first and join the pair share once that line is down. Keep any discussion to a quick pair share of about five minutes. Do not reopen the whole sort unless someone is genuinely stuck on a framework line, because reopening it tends to send the class back to arguing about labels.

5 min What you covered

Spot-check that each student has a sorted note, one framework pass, and a final "do differently" sentence before they leave. Good enough now: those three pieces, concrete enough that the do-differently line could become a SMARTER goal in ALT 4 (plan responding to workplace feedback). Flag thin actionable columns for ALT 4 planning lessons ahead.

ANSWERS AND LOOK-FORS

- "a pleasure to have on the team" - Vague praise - Warm, but no behaviour. You cannot put this in a plan or quote it as skill evidence.
- "showed a great attitude throughout" - Vague praise - The most common empty line on placement forms. Feels good; proves nothing.
- "arrived on time every morning and asked sensible questions when she..." - Evidenced - Two checkable behaviours. A reader can picture reliability and the habit of asking rather than guessing.
- "handled the delivery mix-up without escalating" - Evidenced - A named incident on a named day. This is the line you would lift into a competency answer.
- "writing down instructions the first time rather than asking twice" - Actionable - Names the change. Aoife knows exactly what to do differently on the next shift.
- "offering to restock when the shop floor goes quiet instead of waiting..." - Actionable - Initiative, stated as a next step rather than a personality claim. This is plan material.
- "a lovely student who fitted in well" - Vague praise - Closing praise. Nice to receive; useless for development unless something specific sits above it.

WHAT TO WATCH FOR

- Everything labelled evidenced: ask whether a stranger could picture the moment.
- Positive comments treated as actionable: look for a named behaviour to change.
- Empty actionable column: re-read for implied next steps, or write the question they would ask next time.
- Vague do-differently sentence: insist on a concrete behaviour and, if possible, a named next occasion.
- Framework debate instead of one filled pass: stop them; using it once is the task.

DIFFERENTIATION

- Support: sentence starters for What/So-what/Now-what or STAR, and "Next time I [place/task], I will [behaviour] so that [result]."
- Support: students without feedback use the sample throughout and mark the document as practice.
- Extension: apply the framework to a second actionable line and note any pattern.

WHAT STUDENTS ARE LEFT WITH

- Placement Feedback Reflection: sorted note plus frameworked action