

## LESSON 25

# Linking the Placement Back to Your Progression

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.ENG.10

Outcome LCW.M1.S2.PROG.3

### WHAT THIS LESSON DOES

Students rate their skills and competencies using specific evidence from their workplace placement and mock interview. They then select two development goals based on that evidence to prepare for their next progression steps.

### CURRICULUM OUTCOMES

| Outcome          | What the specification asks for                                                                                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LCW.M2.S2.ENG.10 | reflect on their engagement with the workplace.                                                                                                                               |
| LCW.M1.S2.PROG.3 | identify and research job roles within a chosen career field, demonstrating how aspects of their personal statement may support further exploration of a particular job role. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Rate named skills and competencies with one concrete occasion from placement, mock interview, or equivalent workplace-like experience
- Record two development goals in Placement Progression Link, each naming skill, evidence occasion, and what better looks like
- Complete the Placement Progression Link audit so it can feed the ALT 4 response plan

### KEY TERMS

| Term              | What it means here                                                                                                                                          | For example                                                                                                                                                        |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progression link  | The explicit connection between what you showed on placement or in a mock interview and the skills you will keep building for your next steps after school. | A student rates initiative low after freezing on a customer query on day two, then carries a development goal about asking for help earlier into their ALT 4 plan. |
| Development goal  | A specific skill or competency you will work on next, chosen because real evidence (not a vague feeling) showed it needs attention.                         | Improve how I open answers in interviews by practising three STAR responses before the next open day.                                                              |
| Competency rating | An honest score of how well you can do something, which only counts when it sits beside one concrete occasion that proves it.                               | Rating communication as 4 because a supervisor watched you explain a stock mix-up to a supplier on the phone without escalating.                                   |

### BEFORE THE BELL

- Ensure students have their placement notes and mock-interview feedback open where they exist
- Students without a placement should use prior part-time or voluntary work evidence and label the source (this is also on the student page)
- Be ready to help students create Placement Progression Link in the Strand 2.2 (workplace engagement and progression) Digital Portfolio folder if it does not exist yet
- On screen this lesson: self-audit.

# Linking the Placement Back to Your Progression

| HOW THE LESSON RUNS |              |                             |
|---------------------|--------------|-----------------------------|
| 5 min               | introduction | Getting Started             |
| 5 min               | content      | Key Terms                   |
| 35 min              | activity     | Rate, Then Choose Two Goals |
| 10 min              | content      | Think About It              |
| 5 min               | summary      | What you covered            |

## STEP BY STEP

### 5 min Getting Started

Open by naming the trap: another half-page on opportunities and challenges would only repeat the earlier integrated workplace reflection. Today is a rating-with-evidence pass, then two goals that feed ALT 4. Remind anyone who has not yet filed placement notes or mock-interview feedback to open whatever they do have before the self-audit, and to use the student-facing fallback (part-time work, volunteering, or another real workplace-like setting) where needed.

### 5 min Key Terms

Keep this brisk. The rule that matters is already on the table: no rating without a moment. Students who cannot find an occasion have learned something useful about that claim.

### 35 min Rate, Then Choose Two Goals On screen: self-audit

#### SUGGESTED TIMING

- Self-audit interactive: about 18 minutes (keep circulating; one occasion sentence per row, not a paragraph)
- Create or open Placement Progression Link and copy ratings: about 7 minutes
- Two development goals with evidence (use the sentence frame below): about 10 minutes

#### SENTENCE FRAME FOR EACH GOAL

*Skill: ... Evidence (source + occasion): ... What better looks like in the next few months: ...*

#### TEACHING TIPS

Watch for ratings with adjectives instead of occasions (*good with people*). Push for a day, a task, a person who saw it. The two goals should usually come from the lowest or most contested rows, not from a strength the student already owns. This document is the evidenced starting point for ALT 4: the next lessons build the response plan on these two areas.

#### LOOK-FORS

- Every rated row has a concrete occasion and a labelled source
- The two goals are different skills, not two versions of the same one
- Each goal names the evidence that forced the choice
- File exists as Placement Progression Link with the four named sections

### 10 min Think About It

Keep this as paired talk for most of the ten minutes. Listen for goals that are still feelings (*be more confident*) and push for an action a third party could notice. Flag that the next lessons turn these two areas into a structured ALT 4 response plan (including SMARTER-style goal framing where your scheme uses it).

### 5 min What you covered

Spot-check that Placement Progression Link files exist with the four sections and that both goals name evidence. Students heading into ALT 4 without two evidenced areas will stall when the response-plan lessons begin.

#### CATCH-UP BEFORE ALT 4

- Absentees complete the self-audit and Placement Progression Link before the first ALT 4 planning lesson
- Minimum evidence sources accepted: placement notes, mock-interview feedback, prior part-time work, volunteering, or another real workplace-like setting (source labelled on every row)
- Note anyone still missing both placement and equivalent material and agree a short evidence-gathering task before those lessons

#### TEACHING MOVES

- Keep the key terms section brisk to focus on the rating rule
- Use paired talk during the Think About It section
- Circulate to listen for goals that are feelings rather than actions
- Model how to replace vague confidence goals with observable behaviours
- One occasion sentence per audit row keeps the 35 minutes realistic

#### **WHAT TO WATCH FOR**

- Providing ratings without a specific occasion: remind students that evidence is required
- Setting goals based on feelings like 'be more confident': guide towards observable actions
- Not having placement notes ready: direct to mock-interview feedback and/or part-time or voluntary work with sources labelled

#### **DIFFERENTIATION**

- Support: Offer sentence starters for describing occasions and for each development goal
- Extension: Encourage students to sketch one concrete first action they will take into the ALT 4 response plan
- Support: Pair students who need help finding evidence with a peer

#### **WHAT STUDENTS ARE LEFT WITH**

- Placement Progression Link: rated audit plus two development goals for ALT 4