

ALT 4: Identifying Areas for Further Progress and Development

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Feeds ALT 4

Outcome LCW.M2.S2.ALT4.1

Outcome LCW.M2.S2.ENG.8

WHAT THIS LESSON DOES

Using feedback from your placement and reflections, you will identify two or three specific development areas. Each area must link directly to evidence from real experiences. This sets clear targets for further progress.

CURRICULUM OUTCOMES

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

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify 2-3 specific areas for further progress from real feedback
- Link each area to the feedback that points to it
- Open ALT 4 with clear development targets

KEY TERMS

Term	What it means here	For example
Development area	A specific skill, habit or behaviour you have evidence you need to grow, not a vague wish, but something feedback or honest self-reflection has pointed to.	Taking initiative on placement after a supervisor said you waited to be told what to do next
Workplace feedback	Specific comments from a supervisor, colleague or peer about how you actually performed, what went well and what needs work, ideally tied to a real moment.	Your supervisor noting you handled a delivery mix-up calmly on the Wednesday of placement
ALT 4	Applied Learning Task 4: Plan Responding to Workplace Feedback, you create a plan that responds to self-reflection and feedback on your workplace engagement, and check it against the task success criteria.	Development area: taking initiative. Supervisor feedback, day 3: you waited to be assigned the next task after the morning delivery run.

BEFORE THE BELL

- Ensure students have their physical placement feedback documents or printed reflections to hand.
- Students create ALT 4 Areas for Development today in Strand 2.2; the file does not exist yet.
- Ask students to have their Strand 2.2 portfolio folder open, especially Resilience Plan, Placement Feedback Reflection and Placement Progression Link. They will create ALT 4 Areas for Development today; it does not exist yet.
- On screen this lesson: self-audit.

ALT 4: Identifying Areas for Further Progress and Development

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Name Your ALT 4 Development Areas
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming ALT 4 clearly: this is the strand's culminating task and it starts from evidence they already hold, not from a blank page. Remind them of the artefacts they can draw on: Resilience Plan, Placement Feedback Reflection, Placement Progression Link, and any supervisor or peer comments.

If a student has thin workplace feedback, peer feedback from the mock interview and self-reflection still count. Do not let anyone stall waiting for perfect material.

5 min Key Terms

Keep this brisk. Stress the difference between a vague wish and a development area with feedback behind it, that distinction is what makes the portfolio build assessable. Model one link aloud if needed, for example a student on a retail floor whose supervisor noted they waited by the till between customers rather than restocking nearby shelves. Development area: taking initiative between assigned tasks.

35 min Name Your ALT 4 Development Areas On screen: self-audit

SUGGESTED TIMING

- **12-15 mins:** self-audit on the board and devices, circulate and challenge empty evidence boxes; allow N/A where placement never touched an item
- **15-18 mins:** create and write ALT 4 Areas for Development
- **3-5 mins:** pair check, partner asks "what feedback chose that area?" for each entry

LOOK-FORS

- Each area is specific enough to plan against (not "confidence" alone)
- Every area has a feedback sentence, not just a self-opinion
- Students who only list strengths: prompt them to name one area with room to grow from their lowest audit row
- Students whose real feedback sits outside the eight labels still name that area with a feedback sentence

DIFFERENTIATION

If workplace feedback is thin, accept mock-interview critique and self-reflection with a named moment. Students who already named two goals in Placement Progression Link may refine those rather than start over, provided each still carries a feedback sentence.

10 min Think About It

Nothing is written on screen during the questions themselves; they are there for the class to read and talk over. Give the pair-share three to four minutes, then take two voices to the room. Watch for students who only chose safe, easy areas, and ask them what feedback they set aside. Use the final two minutes as a quality pass on the document before they save it, so the evidence lines are tightened while the partner's challenge is still fresh.

5 min What you covered

Before dismissal, spot-check that ALT 4 Areas for Development exists and that each area has a feedback sentence. Flag anyone with only one area or with no evidence line, they will stall in the next drafting lesson.

TEACHING MOVES

- Model linking feedback to a development area using a generic Irish-plausible setting without naming a real employer, for example a student on a retail floor whose supervisor noted they waited by the till between customers rather than restocking nearby shelves. Development area: taking initiative between assigned tasks. Keep student work tied to their own placement.
- Circulate during the main activity to ensure each area has a supporting evidence sentence and that the self-audit is treated as a working tool, not the portfolio artefact.
- Facilitate whole-class sharing after the pair discussion to explore different feedback sources, then allow two minutes to edit the document before saving.
- Emphasise the distinction between vague wishes and evidence-based development areas.

WHAT TO WATCH FOR

- Choosing areas without specific feedback links: Direct students back to their placement records for evidence.
- Waiting for perfect supervisor notes: Prefer at least one external source when it exists; if workplace feedback is thin, peer critique from the mock interview or a named self-reflection moment still counts, do not block ALT 4 opening.
- Creating too many areas: Guide selection to two or three with the strongest evidence.
- Force-fitting feedback into the eight audit labels: If real feedback names something else, that area still belongs in ALT 4 Areas for Development with its feedback sentence.

DIFFERENTIATION

- Support: Offer sentence starters for writing evidence, such as 'Feedback showed I need to improve...!'.
- Extension: Ask students to identify which area they will prioritise over the next six weeks and explain why.
- Support: Pair students for the self-audit to discuss ratings verbally before writing.
- Thin placement feedback: Require external feedback when it exists; otherwise accept mock-interview or peer critique with a named moment, and only then fall back to self-reflection.

WHAT STUDENTS ARE LEFT WITH

- ALT 4 Areas for Development: 2-3 areas each with feedback sentence