



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

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# Work Based Learning in CDET B: Completing the Work Experience Supervisor's Report

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Booklet 4

June 2016

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Erasmus+

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- St Kevins College
- Cabra Community College

**Work Based Learning in CDETБ -Titles in series:**

- Booklet 1: Employer Engagement
- Booklet 2: Roles and Responsibilities
- Booklet 3: Developing Learner Soft Skills
- Booklet 4: Completing the Work Experience Supervisors Report
- Booklet 5: Externships for Teachers and Trainers

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## Work Based Learning in CDETb: Completing the Supervisor's Report

### Pilot Work Experience / Work Placement Model - Introduction

As part of the Erasmus+ Skills4Work project CDETb is piloting a Work Based Learning (WBL) Model of Continuing Professional Development with CDETb teachers, tutors and trainers from January 2016.

The key purpose of the model is to develop the knowledge, skills and experience of CDETb teachers, tutors and trainers in the field of work-based learning in order to enhance and support the application of programmes and THE relevance of what they do in the classroom with learners in preparation for the workplace.

One important element of this model is supporting the role of the assessor when *completing the work experience supervisors report*.

### Purpose of this Resource

This resource will support:

#### Employers by:

- Unpacking the criteria as stated in the supervisor's report for the CDETb Programme Module Leading to QQI Level 5 Work Experience (5N1356)
- Assisting workplace supervisors in their understanding of the stated criteria in the supervisor's report
- Ensuring a consistent interpretation of the criteria when making judgements on learner performance

In addition, this resource will support:

#### CDETb by:

- Providing a resource to support CDETb centres in conducting the workplace element of assessment for the Level 5 Work Experience programme module
- Facilitating consistency of interpretation of the criteria across centres

**Teachers / Tutors / Trainers by:**

- Providing a resource to support teaching and learning
- Creating an awareness of the expectations associated with the criteria to be applied for the work based element of the Level 5 Work Experience programme module

**Learners by:**

- Unpacking the criteria as stated in the supervisor’s report
- Proving clarity on the expectations associated with the criteria to be applied for the work based element of the Level 5 Work Experience programme module

**Unpacking the Criteria in the Supervisor’s Report**

*(as stated in the CDET B Programme Module leading to the NFQ Level 5 QQI Work Experience Minor Award 5N1356).*

**Rating Levels**

Supervisors are asked to judge learner performance on the supervisor’s report (Appendix 1) under a number of stated criteria and rate performance linked to each criterion as *excellent, very good, good, satisfactory, unsatisfactory* or *unable to assess*.

The table below provides some insight into what these rating levels mean.

|                         |  |
|-------------------------|--|
| <b>Excellent</b>        | A comprehensive, highly structured and focussed performance while on placement   |
| <b>Very Good</b>        | A thorough and well organised performance while on placement   |
| <b>Good</b>             | Adequate and competent performance while on placement  |
| <b>Satisfactory</b>     | Minimum acceptable standard achieved while on placement  |
| <b>Unsatisfactory</b>   | A performance on work placement that fails to meet the minimum acceptable standard   |
| <b>Unable to assess</b> | This will be ticked only if the supervisor is unable to assess the item, e.g. if technology isn’t used as part of the work placement |

A work place supervisor would expect to see an overall improvement in the learner’s understanding of the relevant vocational setting before allocating a satisfactory rating level or higher.

## Criteria

The supervisor’s report (Appendix 1) identifies eight key criteria. Each criterion is unpacked below to help to give some clarity around their meaning.

These explanatory statements, while not exhaustive, may assist supervisors when making judgements on learner performance while in the workplace.

|   |  |
|---|--|
| <b>1. Observation of good timekeeping</b>   |  |
| <ul style="list-style-type: none"> <li>• Arrives on time for work placement</li> <li>• Resumes work promptly when returning from lunch and coffee breaks</li> <li>• Completes the required number of hours per working day, as agreed</li> <li>• Gets promptly down to task when arrive at the placement</li> <li>• Carries out tasks in time efficient manner</li> <li>• Notifies the site if you need to be absent</li> </ul>   | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   |
| <b>2. Working independently while under general direction</b>   |  |
| <ul style="list-style-type: none"> <li>• Listens to and carefully follows directions regarding tasks to be completed</li> <li>• Seeks clarity appropriately when needed e.g. ask relevant questions</li> <li>• Adheres to instructions while completing tasks</li> <li>• Completes the tasks assigned</li> <li>• Proactive – seeks new/additional work once assigned tasks are completed</li> <li>• Seeks help from appropriate person/s when needed</li> <li>• Seeks feedback</li> </ul>                 | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   |
| <b>3. Meeting deadlines</b>   |  |
| <ul style="list-style-type: none"> <li>• Agrees manageable deadlines</li> <li>• Maintains the agreed upon work schedule</li> <li>• Seeks clarity on what needs to be achieved and by when</li> <li>• Seeks extensions on deadlines, if legitimately required</li> <li>• Stays on task</li> <li>• Puts in extra time/effort to complete task/s, if needed</li> <li>• Flexible approach to work tasks</li> <li>• Ability to multi-task</li> <li>• Ability to adapt to changing needs and demands</li> </ul> | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |

| <b>4. Personal presentation</b>   |                          |
|---|--------------------------|
| <ul style="list-style-type: none"> <li>• Appropriately dressed for work e.g. uniform, protective clothing &amp; shoes, clean &amp; professional clothes, skirt, suit</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Meets relevant hygiene standards e.g. cleanliness, tidy hair, clean hand and nails, fresh breath</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Appropriate posture for work, where relevant</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• No chewing gum or eating during work tasks</li> </ul>  | <input type="checkbox"/> |
| <b>5. Adherence to health, safety and other relevant regulations</b>  |                          |
| <ul style="list-style-type: none"> <li>• Knowledge of relevant regulations</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Knowledge of reporting requirements</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Appropriate reporting where needed</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Dresses appropriately e.g. non-slip soles, hard-hat, low heels, etc.</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Safe &amp; hygienic practices and routines e.g. handwashing</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Safe operating of machinery and equipment</li> </ul>   | <input type="checkbox"/> |
| <b>6. Demonstrate effective personal communication skills</b>   |                          |
| <ul style="list-style-type: none"> <li>• Confidence</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Enthusiasm</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Positive attitude</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Proactive</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Demonstrates initiative</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Awareness of roles</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Polite, mannerly &amp; pleasant communication</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Organises thoughts appropriately</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Willing to relate to others differently</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Sensitive to and respectful of others</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Motivated</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Ability to deal with conflict</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Ability to take personal responsibility</li> </ul>   | <input type="checkbox"/> |
| <b>7. Demonstrate effective interpersonal communication skills</b>  |                          |
| <ul style="list-style-type: none"> <li>• Verbal Communication               <ul style="list-style-type: none"> <li>○ Speaks appropriately for different audiences e.g. formal, informal, appropriate topic</li> </ul> </li> </ul> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>○ Uses appropriate voice quality and tone</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>○ Uses appropriate and relevant language</li> </ul>  | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>○ Clear and concise when speaking</li> </ul>   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>○ Takes initiative when speaking</li> </ul>  | <input type="checkbox"/> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>○ Effective participation in discussions in different situations e.g. meetings, break-times</li> <li>○ Effective listening: show interest , avoid distractions and unnecessary interruptions</li> <li>○ Shows empathy</li> <li>○ Listens effectively to instructions</li> <li>○ Provides feedback effectively</li> <li>○ Receives feedback in positive manner</li> <li>● Non-verbal communication             <ul style="list-style-type: none"> <li>○ Uses appropriate body language, posture, movement</li> </ul> </li> <li>● Written communication             <ul style="list-style-type: none"> <li>○ Plans writing tasks</li> <li>○ Uses appropriate language</li> <li>○ Checks for spelling, grammar errors, etc.</li> <li>○ Rereads before sending/presenting to supervisor</li> <li>○ Appropriate written communication for audience</li> </ul> </li> </ul> | <input type="checkbox"/><br><br><input type="checkbox"/><br><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><br><input type="checkbox"/><br><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |
| <b>8. Demonstrate effective technological communication skills</b>  |  |
| <ul style="list-style-type: none"> <li>● Uses appropriate technology for assigned tasks e.g. fax, e-mail, SMS</li> <li>● Uses technological software related to the vocational area e.g. e-mail, SMS, skype, appointment systems, online record cards, clocking in and out</li> <li>● No use of personal technology devices in work time, e.g. mobile phone for social media, SMS, etc.</li> </ul>  | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/>   |

## Supervisor/Assessor Comments

In addition to rating learners under each criteria, work place supervisors will also find a space on the report form for further comments.

## How the final mark for a learner is calculated

(CDET B Programme Module leading to the NFQ Level 5 QQI Work Experience Minor Award 5N1356)

After the work place supervisor returns the completed supervisor's report to the college / centre, the assessor in the centre applies the assessment criteria below to arrive at the learner's final mark.

The maximum mark that a learner can achieve is 40 (40% or overall mark for this programme module)

| Assessment Criteria  | Maximum Mark | Learner Mark |
|--|--------------|--------------|
| <b>Work Experience Supervisor's Report</b> <ul style="list-style-type: none"> <li><b>Satisfactory</b> in at least 6 categories: 15 -23marks</li> <li><b>Good</b> in all categories or <b>very good</b> in at least 6 categories: 24 - 31marks</li> <li><b>Very good</b> in all categories or <b>excellent</b> in at least 6 categories: 32-40 marks</li> </ul> | <b>40</b>    |              |
| <b>TOTAL MARKS</b>   | <b>40</b>    |              |



## Level 5 Work Experience 5N1356 - Supervisor's Report

## Appendix 1

Learners Name: \_\_\_\_\_ Centre/School Name: \_\_\_\_\_ Tel No: \_\_\_\_\_

Organisation/Company Name: \_\_\_\_\_ Supervisor's Name: \_\_\_\_\_ No of days worked: \_\_\_\_\_

**Guidelines:** This report forms an important part of the overall assessment of Level 5 Work Experience 5N1356 for QQI certification. It should be completed by a supervisor/manager who has observed the Learner in the workplace. The Workplace Supervisor/Manager should indicate the Learner's performance by placing a tick for each of the criteria under one of the headings. *Excellent should only be used in cases of outstanding performance*

| Criteria   | Excellent | Very Good | Good | Satisfactory | Unsatisfactory | Unable to Assess | Supervisor/Assessor Comments                                       |
|--|-----------|-----------|------|--------------|----------------|------------------|--|
| Observation of good timekeeping                            |           |           |      |              |                |                  | <b>Brief description of work undertaken by Learner</b>             |
| Working independently while under general direction        |           |           |      |              |                |                  |  |
| Meeting deadlines  |           |           |      |              |                |                  |  |
| Personal presentation                                      |           |           |      |              |                |                  | <b>Any comments or suggestions on work experience arrangements</b> |
| Adherence to health, safety and other relevant regulations |           |           |      |              |                |                  |  |
| Demonstrate effective personal communication skills        |           |           |      |              |                |                  |  |
| Demonstrate effective interpersonal communication skills   |           |           |      |              |                |                  | <b>Any other comments</b>  |
| Demonstrate effective technological communication skills   |           |           |      |              |                |                  |  |

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Workplace Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

## Notes