OCR

RECOGNISING ACHIEVEMENT

Unit Title:	**Assessing myself for work**
OCR unit number	M/502/2854
Level:	Level 2
Credit value:	3
Guided learning hours:	20-30
Unit expiry date:	01/07/2016

Unit purpose and aim

In this unit, learners will analyse the skills and personal attributes that are required for success in the workplace. Learners will have the opportunity to audit current skills and personal attributes through self assessment and feedback from others in order to plan for success in the workplace.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will: 1 Understand what skills and personal attributes are needed for success in work	**The Learner can:** 1.1 Analyse what is meant by being successful in the workplace	What is meant by success? Understand the ways success in the workplace is measured which could include: • achievement of targets • feedback • promotion • bonus • additional responsibilities
	1.2 Explain how transferable skills in the workplace can lead to success	Transferable skills which could include: • using ICT • team working • problem solving • using initiative The contribution they make to success. Awareness of when the use of such skills is appropriate.
	1.3 Explain how sector-specific skills in the workplace can lead to success	Understand that different sectors require a range of specialist skills. Examples of how sector-specific skills can lead to success could include: • jobs are done properly • repeat business • professional reputation • special orders

Learning Outcomes	Assessment Criteria	Exemplification
	1.4 Explain how personal attributes in the workplace can lead to success	Personal attributes could include: • enthusiasm and willingness to learn • creativity and initiative • planning, organising and time management • confidence and assertiveness • flexibility and adaptability • decision making • self management The contribution they make to personal success, which could include: • promotion • personal satisfaction Examples of how being successful in the workplace benefits the individual could include: • promotion • increased confidence and self-esteem • financial
	1.5 Analyse how being successful in the workplace benefits individuals and the organisation	Examples of how being successful in the workplace benefits the organisation include, more likely for organisation to: • achieve its objectives • grow • enhance its reputation
2 Be able to audit current skills and personal attributes	2.1 Assess current strengths in transferable skills through self assessment and using feedback from others	Self assessment is completed independently Feedback • formal • informal
	2.2 Assess current strengths in sector-specific skills through self assessment and using feedback from others	Sources could include: • peers • workplace supervisors and colleagues • teachers/tutors Comparison of a range of feedback with self assessment.
	2.3 Assess current strengths in personal attributes through self assessment and using feedback from others	Examples of how current strengths can be self assessed include: • level of support needed • confidence in demonstrating skills or attributes • effectiveness/efficiency

Learning Outcomes	Assessment Criteria	Exemplification
3 Understand own skills and personal attributes that need to be gained or developed for a sector area	3.1 Describe transferable skills that need to be gained or developed for a sector area 3.2 Describe sector-specific skills that need to be gained or developed for a sector area 3.3 Describe personal attributes that need to be gained or developed for a sector area 3.4 Explain the importance of developing skills and personal attributes throughout life	Examples of different sector areas could include: • retail • leisure • sport • travel and tourism • performing arts • media • business • engineering • construction Transferable skills relevant to the chosen sector Sector specific skills Personal attributes relevant to the chosen sector The importance of developing skills and personal attributes includes: • enables individual to adapt to change • career progression • continuous professional development for the individual
4. Be able to plan how to gain or develop skills and personal attributes for a sector area	4.1 Set goals to develop skills and personal attributes for a sector area in an action plan 4.2 Clarify different stages in an action plan, identifying the review points	The action plan should include SMART targets. Examples of setting goals include: • long term goals, i.e. the bigger picture, where you want to be eventually • short term goals – smaller targets that will help you achieve your long term goals Examples of ways of developing skills and personal attributes include: • school or college courses • part-time or full time courses • work experience • part-time jobs • short training courses • personal study Action plan includes • start date • end date • activities • intermediate goals • review points • necessary resources

Learning Outcomes	Assessment Criteria	Exemplification
	4.3 Explain how the action plan will be reviewed against the set goals	Review of action plan might include: • analysis of progress • consider changing priorities • adjust/amend the short term goals to fit in with new long term goals • if original goals are too easy set harder goals (and visa versa)

Assessment and evidence requirements

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Functional Skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	**Creative Thinkers**	**Reflective Learners**	**Team Workers**	**Self Managers**	**Effective Participators**
		✓		✓	

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk.