

Unit Title:	Developing self
OCR unit number:	M23
Life and Living Skill Area:	Personal Skills
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Understand how to identify areas for self development	The Learner can: 1.1 Describe a personal strength or ability 1.2 Identify an area for self development 1.3 Describe a personal skill or behaviour they need to develop	<p>The learner shows that they can be reflective in terms of their self development by describing a personal strength or ability. Example activities could include: making notes of things they enjoy, some achievements or things they are good at; participating in a tutorial, discussing achievements and recording these; completing the first part of a SWOT analysis.</p> <p>The learner is able to identify an area related to their personal development they could improve on. Example activities may follow on from 1.1 and/or include: a review of the personal study skills needed to succeed on their programme, eg internet research, note taking, writing assignments; making notes about things they feel they need help with or would like to improve and sharing these with group.</p> <p>The learner describes a personal skill or behaviour they need to develop. The learner will describe this verbally, signing, writing etc, for example by: finishing their SWOT describing an area highlighted for development;</p>

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		reflecting on the feedback of others and completing a diary or log; discussing the area in a tutorial or small group, making some notes.
2 Understand how to take responsibility for their own self development	<p>2.1 Describe how they will develop their personal skill or behaviour</p> <p>2.2 Suggest a suitable target to work towards and agree it with an appropriate person</p> <p>2.3 Identify the support and resources needed to help them work towards the agreed target</p> <p>2.4 Work through activities to develop the agreed skill or behaviour</p>	<p>The learner shows understanding of the need to take responsibility for his/her own self development and begins to show some autonomy in seeing this through. They can describe how they will develop the identified personal skill or target by, for example: creating a simple action plan; discussing the area in a tutorial and making notes; drawing a mind map to show possible actions or approaches and selecting one.</p> <p>The learner is able to suggest a target, agreeing it with an appropriate person, which will address part or all of the identified area. For example the learner could: add a section to the action plan that includes targets and dates; work with a tutor to break down goals into manageable targets; work in a small group to share ideas on how to decide their targets, making notes of final decisions.</p> <p>Having identified an area for development and a way to approach improvement, the learner shows that they can identify support and resources they need to use. For example the learner could: meet with a member of the library staff to discuss how to research; team up with peers to share skills and ways they can support each other; list resources (eg computers, paper resources, ICT equipment) they need and negotiate accessing them with a tutor.</p> <p>The learner demonstrates they can take responsibility for working through activities to</p>

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		develop the skill or behaviour. For example they could: use study skills resources to improve an aspect of written assignment work; work with a tutor on behaviour strategies; attend sessions with support staff or therapists and undertake follow-up work.
3 Be able to demonstrate how they have developed personal skills	<p>3.1 Review the progress they have made</p> <p>3.2 Review what went well and what did not go so well</p> <p>3.3 Make choices about how they will continue to develop their personal skills</p>	<p>The learner demonstrates how they have developed their personal skills through a review of their progress. The review might involve an adjustment of targets, time frame, support etc. Activities the learner might undertake could include: an update of their action plan or SWOT and a record of actions taken or improvements observed by others; discussing progress with peers, sharing feedback with each other; meeting with tutor, discussing how things are going, what is working and what is not.</p> <p>The learner undertakes a review of the range of activities undertaken, demonstrating how they have improved the personal skill or behaviour and that they can reflect on the process. For example the learners could: include a review of what went well and not so well following on from 3.1; draw a mind map showing things that worked and obstacles encountered etc; share experiences with peers during a discussion that they have prepared for.</p> <p>The learner shows that they have developed their ability to improve their personal skills by indicating what they will do to continue this development. For example the learner could: identify further areas for improvement and ways they will choose to tackle these in a summary of their action plan/SWOT; work with peers</p>

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		to create a summary, eg a poster, of what activities helped them most and what they will do next; work with tutor to identify a next step in their personal development.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

This unit would benefit from being delivered and assessed as a whole resulting from a series of connected tasks and activities that show a development of understanding and confidence with dealing with the subject matter. Nevertheless, provided the evidence is sufficient, it is not necessary for the unit to be based on only one, identified personal skill or behaviour.

Written work should be of sufficient accuracy so as to convey the learner's meaning clearly.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.