RECOGNISING ACHIEVEMENT

Unit Title:	**Assessing myself for work**
OCR unit number	L/502/2859
Level:	Level 1
Credit value:	3
Guided learning hours:	25-30
Unit expiry date:	01/07/2016

Unit purpose and aim

In this unit, learners will understand that skills and personal attributes are required for success in the workplace. Learners will have the opportunity to assess and use feedback from others in order to develop their own skills and attributes 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 Describe what is meant by being successful in the workplace 1.2 Outline transferable skills in different workplace situations that lead to success	What is meant by success? Know the way success in the workplace is measured which could include: • achievement of targets • feedback • promotion • bonus • additional responsibilities Examples of transferable skills could include: • Using ICT • team working • problem solving • using initiative Examples of transferable skills used in different workplace situations that lead to success include: • in an office – using ICT to create an efficient filing system • in a kitchen – using effective team working to prepare meals on time in a busy environment

Learning Outcomes	Assessment Criteria	Exemplification
	1.3 Outline sector-specific skills in different workplace situations that lead to success	Know that different sectors require specialist skills. Examples of sector-specific skills in different workplace situations that can lead to success could include: • a chef making preparations in advance • a carpenter fitting a new wooden door without damaging the door or surround • a carpet fitter cutting the carpet to minimise waste • sales person exceeds targets for sales
	1.4 Outline personal attributes in different workplace situations that lead to success	Examples of personal attributes include: • enthusiasm and willingness to learn • creativity and initiative • planning, organising and time management • confidence and assertiveness • flexibility and adaptability • decision making • self management
	1.5 Describe how being successful in the workplace benefits individuals and the organisation	Examples of how being successful in the workplace benefits individuals and the organisation include: • promotion for the individual • individual is motivated and enjoys work • a happier working environment • organisation benefits from the development and experience of the member of staff
2 Be able to audit current skills and personal attributes	2.1 Self assess and use feedback from others to outline current strengths in skills 2.2 Self assess and use feedback from others to outline personal attributes	Self assessment is completed with guidance Sources of feedback could include: • peers • workplace supervisors and colleagues • teachers/tutors Skills can be: • transferable • sector-specific

Learning Outcomes	Assessment Criteria	Exemplification
		Personal attributes could include: • enthusiastic and willing to learn • creative and uses initiative • plans, organises and time manages • confident and assertive • flexible and adaptable • decision maker • self manager
3 Understand own skills and personal attributes that need to be gained or developed for a sector area	3.1 Outline skills that need to be gained or developed for a sector area 3.2 Outline personal attributes that need to be gained or developed for a sector area 3.3 Describe why it is important to identify areas for development	Range of sectors available Transferable skills relevant to the chosen sector Sector-specific skills Personal attributes relevant to the chosen sector Examples of different sector areas could include: • retail • leisure • sport • travel and tourism • performing arts • media • business • engineering • construction Examples of why it is important to identify areas for development could include: • being able to adapt to change • to prepare for progression
4. Be able to plan how to gain or develop skills and personal attributes for a sector area	4.1 Outline ways to develop skills and personal attributes for a sector area in an action plan	Examples of an action plan include: • a template provided by teacher/tutor • a report • a presentation • a diary/schedule 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

Learning Outcomes	Assessment Criteria	Exemplification
	4.3 Outline people and/or organisations that can help develop skills and personal attributes for a sector area in an action plan	Examples of people and/or organisations that can help include: • teachers and tutors • counsellors • peers • parents and carers • schools and colleges • adult learning centres • libraries • careers services
	4.4 Outline different stages in an action plan	Action plan includes • start date • end date • activities • necessary resources
	4.5 Describe why it is important to have an action plan for personal development	Examples of why it is important to have an action plan include: • to identify what needs to be done • to be able to check progress • to use the plan to motivate

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.