

<b>Unit Title:</b>	<b>Personal Development</b>
OCR unit number:	3
Sector unit number:	15.3 Business Management
Level:	5
Credit value:	5
Guided learning hours:	30
Unit reference number:	J/602/1431

## Unit aim and purpose

The unit aims for learners to increase their self-awareness in terms of time management, personal skills and current competencies. To clarify personal goals and objectives and create a realistic personal development plan which addresses these. Learners will be asked to monitor their progress towards achieving these objectives during the period they are working towards this qualification.

Learning Outcomes	Assessment Criteria	Teaching Content
<b>The Learner will:</b> 1 Be able to review time management skills	<b>The Learner can:</b> 1.1 explain the benefits of effective time management 1.2 review time management skills to achieve organisational and personal objectives 1.3 use appropriate tools to conduct a time management analysis to recognise areas for improvement	This may include: <ul style="list-style-type: none"> <li>• being clear about objectives</li> <li>• establishing priorities</li> <li>• recognising and dealing with stressors</li> <li>• personal organisation and motivation levels</li> <li>• inter-dependencies</li> <li>• knowing when to say no</li> <li>• identifying and utilising tools and techniques to analyse the use of time</li> <li>• to do lists, diaries, planners, etc.</li> </ul>
2 Be able to complete a skills audit	2.1 explain the importance of continual self development 2.2 use appropriate methods to assess skills and competencies against organisational and personal objectives 2.3 make suggestions for filling identified skills gaps	This may include: <ul style="list-style-type: none"> <li>• what we mean by self development</li> <li>• how to clarify personal and work based goals</li> <li>• accessing job and person specifications</li> <li>• translating key performance indicators into measurable skills and competencies</li> <li>• assessing current levels of competence</li> <li>• appropriate sources of feedback and how to utilise this</li> <li>• potential sources of personal development and resource implications</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
3 Be able to produce a personal development plan	3.1 produce a personal development plan against SMART objectives 3.2 plan resources needed to implement the personal development plan	This may include: <ul style="list-style-type: none"> <li>researching different types of personal development planners and selecting an appropriate format</li> <li>short, medium and long term objective setting</li> <li>work, life balance</li> <li>personal learning style</li> <li>potential sources of support for personal development activities</li> <li>organisational culture, norms and expectations</li> <li>budget implications and cost benefit analysis</li> </ul>
4 Be able to implement a personal development plan	4.1 describe the importance of monitoring a personal development plan 4.2 use appropriate techniques to review the aims and objectives of a personal development plan 4.3 update the aims and objectives of a personal development plan	This may include: <ul style="list-style-type: none"> <li>measuring achievements against SMART objectives</li> <li>assessing the effectiveness of the development activity – has it worked?</li> <li>seeking feedback on progress</li> <li>continuous improvement</li> <li>stepping outside of personal comfort zones</li> </ul>

## Assessment

This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

## Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria.

Evidence can be produced either through real work or by means of simulated activities.

## Guidance on assessment and evidence requirements

**If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit could be achieved and assessed:**

It is recommended that where taken, this unit is the first within the qualification to be addressed. Progress towards achieving personal development objectives should then be monitored throughout the period during which the remainder of the units are completed.

LO1 Tutor/assessors could provide learners with a self-assessment questionnaire which would help them to identify personal tendencies in relation to time management. They could then be asked to maintain individual *time logs* covering the following week and use these to further identify personal tendencies and trends in respect of their current use of time. These activities could form the basis of a plan to improve.

LO2 and LO3 If learners are already in work they could be asked to review their current job description and person specification plus anything else they have that identifies key performance indicators. Those not currently in work could identify a specific job which they would be interested in applying for and collect information regarding the skills, qualifications and attributes required of the successful applicant. Using this information learners could be helped to formulate a realistic personal development plan covering realistic timescales. An appropriate PDP template could be provided and used to record development activities/ timeframes, etc. This should also identify resource/cost implications. As well as work based development activities, learners should be reminded to factor in aspirations relevant to their personal lives.

LO4 Individual personal development plans should be systematically reviewed and revised for the remainder of the period of the qualification.

**If the unit is to be completed through real work, examples of appropriate sources of evidence could include:**

- written case studies based on real work experience
- outcomes of research into time management techniques
- outcomes of time management analysis
- records of assessor questioning
- work product confirming skill and competence requirements
- completed learning styles questionnaire
- completed personal development planner, reviewed over time
- feedback from colleagues
- cost benefit analysis and resource requisitions

### National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

Occupational standards	Unit number	Title
Management and Leadership	CFAM&LAA1	Manage yourself
Management and Leadership	CFAM&LAA2	Develop your knowledge, skills and competence

## Functional skills signposting

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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	✓

## Resources

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Stationery or a CD-rom.

Access to photocopier, PC and printer is desirable but not essential.

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but the learner is not expected to reproduce other people's written work.

For example:

Leadership Skills you can Learn <http://www.what-are-good-leadership-skills.com/>

<http://www.businessballs.com/timemanagement.htm>

<http://www.heacademy.ac.uk/resources/detail/pdp/pdp>

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).