

Unit Title:	Assessing myself for work
OCR unit number:	Unit 1
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	L/505/4047

Unit aim and purpose

This unit will provide learners with knowledge of the skills and personal attributes required for success at work, and the ways success is measured. Learners will be able to assess the level of own skills and personal attributes and obtain confirmation of own self-assessment. Learners will know how to identify skills and attributes for a job and be able to produce an action plan to develop their own skills and attributes.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestion for coverage
<p>The Learner will:</p> <p>1 Know what skills and personal attributes are needed for success in work.</p>	<p>The Learner can:</p> <p>1.1 Identify actions which may lead to success in work</p> <p>1.2 State the skills needed for success in different workplace activities</p> <p>1.3 Identify the personal attributes needed for success in different workplace activities</p>	<p>Actions leading to success, e.g.:</p> <ul style="list-style-type: none"> • using time well • having good ideas • completing tasks efficiently • following instructions. <p>Success in the workplace, e.g.:</p> <ul style="list-style-type: none"> • promotion • additional responsibilities. <p>Skills needed in different workplace activities, e.g.:</p> <ul style="list-style-type: none"> • chopping skills to cut vegetables to correct sizes • measuring skills to avoid waste when cutting a carpet. <p>Personal attributes needed in different workplace activities, e.g.:</p> <ul style="list-style-type: none"> • flexibility when working at a busy time • planning & organising own work to meet deadlines.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestion for coverage
<p>2 Be able to assess level of own skills and personal attributes.</p>	<p>2.1 Identify own</p> <ul style="list-style-type: none"> • skills • personal attributes <p>2.2 Assess current level of own skills and personal attributes, to include:</p> <ul style="list-style-type: none"> • own assessment • confirmation of own assessment by persons supervising 	<p>Own skills, e.g.:</p> <ul style="list-style-type: none"> • using spreadsheets • decorating cakes • managing money. <p>Personal attributes, e.g.:</p> <ul style="list-style-type: none"> • punctuality • hard worker • creativity. <p>Methods of assessing current level, e.g.:</p> <ul style="list-style-type: none"> • questionnaire with pre-set grading chart • through discussion with others • list with grading options e.g. very good/good/weak or poor. <p>Persons supervising, i.e.:</p> <ul style="list-style-type: none"> • workplace supervisor/manager • teacher/tutor • assessor.
<p>3 Know skills and personal attributes that need to be developed for specific jobs.</p>	<p>3.1 Identify a specific job of personal interest</p> <p>3.2 Identify skills to be developed for a specific job</p> <p>3.3 Identify personal attributes to be developed for a specific job</p>	<p>Skills and personal attributes should be relevant to the specific job, e.g. a builder needs bricklaying skills and to be physically fit.</p>
<p>4 Be able to produce an action plan to develop skills and personal attributes for a specific job.</p>	<p>4.1 Produce an action plan to develop skills for a specific job, to include:</p> <ul style="list-style-type: none"> • a start date • skills to be developed • ways to develop skills • who can help with the development • target dates <p>4.2 Produce a plan to develop personal attributes for a specific job to include:</p> <ul style="list-style-type: none"> • a start date • personal attributes to 	<p>An action plan could be:</p> <ul style="list-style-type: none"> • a template provided by teacher/tutor • a diary/schedule. <p>Ways of developing skills and personal attributes, e.g.:</p> <ul style="list-style-type: none"> • school or college courses • work experience • part-time jobs

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestion for coverage
	<ul style="list-style-type: none"> • be developed • ways to develop the personal attributes • who can help with the development • target dates 	<ul style="list-style-type: none"> • personal study. <p>People that can help, e.g.:</p> <ul style="list-style-type: none"> • teachers and tutors • mentors • librarians • careers advisors • learning support assistants.

Assessment

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 produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached.

When candidates complete a task, 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.

Evidence requirements

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

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific assessment guidance for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

Guidance on assessment and evidence requirements

The unit content describes what has to be taught to ensure that candidates are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* for information on how to assist candidates with special access requirements.

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	

Resources

Access to sources of under-pinning knowledge such as centre teaching materials, websites, books, journals, etc., might be of help, but you are not expected to reproduce other people's written work.

The following resources are available on the OCR website www.ocr.org.uk:

- Unit specification
- Candidate evidence booklets, evidence checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

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.