

Unit Title: Assess myself for a career

OCR unit number: 14
 Level: 2
 Credit value: 3
 Guided learning hours: 28
 Unit reference number: A/506/8980

Unit aim and purpose

This unit will provide learners with an understanding of the specific skills or personal attributes that lead to an individual's success in a career. Learners will be able to evaluate own skills or personal attributes in order to make an informed career choice and understand specific skills or personal attributes that relate to a career. Learners will be able to identify own development needs for a chosen career and produce an action plan for the development.

| Learning Outcomes | Assessment Criteria | Teaching Content i.e. – must be covered e.g. – suggestions for coverage |
|--|---|--|
| <p>The Learner will:</p> <p>1 Understand how specific skills or personal attributes lead to success in a career</p> | <p>The Learner can:</p> <p>1.1 Assess how specific skills or personal attributes have contributed to success in a particular person's career</p> | <p>i.e. People successful in their careers, e.g.</p> <ul style="list-style-type: none"> • Sir Richard Branson has been successful in his career because of his financial planning and entrepreneurial skills • David Beckham has been successful in his career because he is motivated and hardworking. |
| <p>2 Be able to evaluate own skills or personal attributes to inform career choices</p> | <p>2.1 Assess strengths and weaknesses in your own skills or personal attributes</p> | <p>i.e. Skills or personal attributes, e.g.</p> <ul style="list-style-type: none"> • managing money • speaking in public • flexibility • decision-making. <p>i.e. Assessment tools for skills or personal attributes, e.g.</p> <ul style="list-style-type: none"> • online self-assessment tool • questionnaire with pre-set grading chart • list with grading options. |

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|--|--|--|
| | <p>2.2 Evaluate own assessment of skills or personal attributes</p> <p>2.3 Use evaluation of skills or personal attributes to inform career choice</p> | <p>i.e. Evaluation, e.g.</p> <ul style="list-style-type: none"> • reasons for self-evaluation judgement • confirmation of judgement from tutor/supervisor. <p>Skills or personal attributes evaluated must result in a possible career choice, e.g.</p> <ul style="list-style-type: none"> • nurse • joiner • chef. |
| <p>3 Understand specific skills or personal attributes that relate to a career</p> | <p>3.1 Research specific skills or personal attributes needed for a chosen career</p> <p>3.2 Describe the relevance of specific skills or personal attributes to a chosen career</p> | <p>Career choice from LO2 should be used for LO3</p> <p>i.e. Researching specific skills or personal attributes for a chosen career, e.g.</p> <ul style="list-style-type: none"> • internet search • careers guide • careers advisor • talking to people already working in the same role as chosen career. <p>i.e. Relevance of specific skills or personal attributes to a chosen career, e.g.</p> <ul style="list-style-type: none"> • a nurse needs medical training to be able to administer drugs safely • a builder needs to be physically fit and healthy to be able to move heavy loads • a salesperson needs product knowledge to be able to solve customer problems. |

| Learning Outcomes | Assessment Criteria | Teaching Content i.e. – must be covered e.g. – suggestions for coverage |
|---|---|--|
| 4 Be able to plan the development of own specific skills or personal attributes for a chosen career | <p>4.1 Produce an action plan to develop specific skills or personal attributes for the chosen career</p> <p>4.2 Explain the importance of having an action plan for personal development</p> | <p>i.e. Ways of developing skills or personal attributes, e.g.</p> <ul style="list-style-type: none"> • college courses • work experience • personal study • work shadowing. <p>i.e. What to include in an action plan, e.g.</p> <ul style="list-style-type: none"> • date of plan • specific measurable actions (to improve specific skills or personal attributes) • target dates to complete these actions • review date/s. <p>i.e. Importance of having an action plan, e.g.</p> <ul style="list-style-type: none"> • to motivate self • to be able to check progress • to update plan and revise target date/s when necessary. |

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, these are available on the qualification webpage.

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 annotating the candidate work and 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 evidence requirements 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 a pass.

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 2014/15*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangement and Reasonable Adjustments 2014-2015* 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, books, journals, etc., might be of help.

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

- Unit specification
- Candidate evidence booklets, evidence requirements and evidence checklists for each unit
- Delivery guides and lesson elements for each unit
- Administration documents: Submission Cover Sheet

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications 2014/15*' on the OCR website www.ocr.org.uk.