



## EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

### LEVEL 1

UNIT 9 – ASSESS MYSELF FOR A JOB

## DELIVERY GUIDE

April 2015

# INTRODUCTION

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## INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 1 unit(s)
1 Understand job-specific skills or personal attributes needed for working life	1 - Skills or personal attributes	1.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5449 - Develop discussions LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1
	2 - Job specific skills or personal attributes	1.1	5724 - Listen to and actively respond in dialogue LO1 5446 - Speak to communicate information, ideas and opinions LO1, LO2
	3 - Skills or personal attributes that lead to success in working life	1.1	5449 - Develop discussions LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1, LO2 5724 - Listen to and actively respond in dialogue LO3 5438 - Construct compound sentences LO1
2 Be able to assess level of own skills or personal attributes	1 - Own skills or personal attributes	2.1	5724 - Listen to and actively respond in dialogue LO1 5438 - Construct compound sentences LO1
	2 - Assessing own skills or personal attributes	2.2	5724 - Listen to and actively respond in dialogue LO1, LO3 5446 - Speak to communicate information, ideas and opinions LO3 5449 - Develop discussions LO1, LO2, LO3
	3 - Reasons for grading skills or personal attributes	2.3	5441 - Plan and sequence texts LO1 5449 - Develop discussions LO1 5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3

## LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 1 unit(s)
3 Know specific skills or personal attributes that need to be developed for a job	1 - Finding a job	3.1	5724 - Listen to and actively respond in dialogue LO1, LO3 5428 - Read for purpose and meaning in texts on a variety of topics LO1
	2 - Skills or personal attributes for choice of job	3.1	5724 - Listen to and actively respond in dialogue LO1 5446 - Speak to communicate information, ideas and opinions LO1
	3 - Own skills or personal attributes needing development for job choice	3.1	5724 - Listen to and actively respond in dialogue LO1 5449 - Develop discussions LO1
4 Be able to produce an action plan to develop own skills or personal attributes for a job	1 - How to develop own skills or personal attributes	4.1	5724 - Listen to and actively respond in dialogue LO1 5449 - Develop discussions LO1
	2 - Preparing an action plan	4.1	5724 - Listen to and actively respond in dialogue LO3 5449 - Develop discussions LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1, LO2
	3 - Writing own action plan	4.1	5449 - Develop discussions LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO2 5724 - Listen to and actively respond in dialogue LO3

## UNIT 9 – ASSESS MYSELF FOR A JOB

Guided learning hours : 25

Credit value: 3

### PURPOSE OF THE UNIT

This unit will provide learners with an understanding of job-specific skills or personal attributes required for success in working life. Learners will be able to carry out an assessment of the level of their own skills or personal attributes. Learners will know how to identify specific skills or personal attributes for a job and be able to produce an action plan to develop own skills or personal attributes.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Understand job-specific skills or personal attributes needed for working life	1.1 Explain why job-specific skills or personal attributes are needed in working life	i.e. Job-specific skills or personal attributes that are needed, e.g. <ul style="list-style-type: none"> <li>• an administrator can use the photocopier to produce legible copies</li> <li>• a retail worker can operate tills efficiently</li> <li>• an estate agent can estimate the value of property</li> <li>• an actor is confident</li> <li>• a nurse is caring</li> <li>• a builder is motivated.</li> </ul>
2 Be able to assess level of own skills or personal attributes	2.1 Identify own skills or personal attributes	i.e. Skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• decorating cakes</li> <li>• handling money</li> <li>• problem-solving</li> <li>• good team player</li> <li>• assertive</li> <li>• caring person.</li> </ul>
	2.2 Assess current level of own skills or personal attributes	i.e. Methods of assessing own skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• discussion with others</li> <li>• questionnaire with a pre-set grading chart</li> <li>• list with grading options (very good, good, needs improvement).</li> </ul>
	2.3 Explain own assessment of skills or personal attributes	Explanation should give reasons for the assessment of skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• favourable comments from tutors/peers</li> <li>• qualifications gained.</li> </ul>

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Know specific skills or personal attributes that need to be developed for a job	3.1 Identify own skills or personal attributes that need development for a specific job	i.e. Skills or personal attributes must be relevant to the specific job, e.g. <ul style="list-style-type: none"> <li>• a joiner must be able to work out measurements/angles and pay attention to detail</li> <li>• a hairdresser must be able to listen to people and be punctual.</li> </ul>
4 Be able to produce an action plan to develop own skills or attributes for a job	4.1 Produce an action plan to develop own skills or personal attributes	i.e. Ways of developing job-specific skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• personal study</li> <li>• work experience</li> <li>• school/college courses.</li> </ul> i.e. What is required in an action plan, to include: <ul style="list-style-type: none"> <li>• date of plan</li> <li>• actions to be taken (to improve skills or personal attributes)</li> <li>• review date/s</li> <li>• target date/s.</li> </ul> An action plan can be: <ul style="list-style-type: none"> <li>• a template provided for the learner</li> <li>• a schedule.</li> </ul> Start, review and target dates must be realistic.

## LEARNING OUTCOME 1 – UNDERSTAND JOB-SPECIFIC SKILLS OR PERSONAL ATTRIBUTES NEEDED FOR WORKING LIFE

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Understand job-specific skills or personal attributes needed for working life	1.1 Explain why job-specific skills or personal attributes are needed in working life

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Skills or personal attributes	Teachers could ask the learners what they think is meant by the terms 'skills' and 'personal attributes' and then write down the dictionary definitions on the whiteboard. The learners could then use the internet to search for eight examples of a skill and eight examples of a personal attribute. They could then work in small groups to discuss and share the information they have found out and develop a group poster that provides examples of ten common skills and ten common personal attributes. NB: There is no need to separate skills and personal attributes in the assessment. We are not testing knowledge of the definitions.	40 minutes	1.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5449 - Develop discussions LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
2 Job specific skills or personal attributes	<p>Teachers could talk about skills and personal attributes that are specific to certain jobs. For example, a joiner needs to be skilled at measuring and a nurse needs to be patient and caring. They could then show the learners short film clips about two different jobs (eg. veterinary nurse and firefighter). The learners could then work in pairs to identify the skills or personal attributes required for each of the jobs and highlight similarities and differences in the skills or personal attributes required for each of the job roles. The learners should feed this back to the class. Example clips:</p> <p><a href="http://www.careerswales.com/en/job-details/269">www.careerswales.com/en/job-details/269</a></p> <p><a href="http://www.careerswales.com/en/job-details/96">www.careerswales.com/en/job-details/96</a></p>	35 minutes	1.1	<p>5724 - Listen to and actively respond in dialogue LO1</p> <p>5446 - Speak to communicate information, ideas and opinions LO1, LO2</p>
3 Skills or personal attributes that lead to success in working life	<p>Teachers could generate class discussion around the following questions: 'What is success in working life?' and 'How can success be measured?' Learners can work in pairs to choose a famous person that they believe is successful and write a simple case study about the person. They should identify the skills or personal attributes that they believe the person possesses and how they think these have contributed to the person's success. They should identify what makes the person's working life be judged as a success. (For example, she is a DJ with her own daily radio show and is earning a salary that enables her to live in luxury.) Each case study produced should be shared with the whole group.</p>	50 minutes	1.1	<p>5449 - Develop discussions LO1, LO2, LO3</p> <p>5446 - Speak to communicate information, ideas and opinions LO1, LO2</p> <p>5724 - Listen to and actively respond in dialogue LO3</p> <p>5438 - Construct compound sentences LO1</p>

## LEARNING OUTCOME 2 – BE ABLE TO ASSESS LEVEL OF OWN SKILLS OR PERSONAL ATTRIBUTES

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to assess level of own skills or personal attributes	2.1 Identify own skills or personal attributes
	2.2 Assess current level of own skills or personal attributes
	2.3 Explain own assessment of skills or personal attributes

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Own skills or personal attributes	Teachers can write some of their own skills or personal attributes on the whiteboard and explain that each person in the class will have different skills or personal attributes. They can then handout a set of skills and personal attribute cards to learners (to work with in pairs). Learners can then identify which of the skills or personal attributes they feel they possess. Some cards can be shared if both learners in the pair possess the same skill or personal attribute. They should write down why they believe they possess each skill or personal attribute. Teachers should encourage the use of conjunctions.	35 minutes	2.1	5724 - Listen to and actively respond in dialogue LO1 5438 - Construct compound sentences LO1
2 Assessing own skills or personal attributes	Teachers could read a real-life story about a person on an apprenticeship course and ask the learners to help to write a list of the person's skills and personal attributes on the whiteboard. As a group they could grade the skills and personal attributes of the person from the story provided, eg. ✓✓✓✓✓ = excellent, ✓✓✓ = OK, ✓ = needs improvement. Individually, the learners could then be given a questionnaire with a pre-set grading chart and complete this for themselves to assess their own skills and personal attributes. Working in pairs, they could discuss their grading decisions to obtain some useful peer feedback.	40 minutes	2.2	5724 - Listen to and actively respond in dialogue LO1, LO3 5446 - Speak to communicate information, ideas and opinions LO3 5449 - Develop discussions LO1, LO2, LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
3 Reasons for grading skills or personal attributes	Teachers could provide examples of reasons for grading decisions, eg I am excellent at being punctual. I know this because my manager told me this in a 1-1 meeting last week. They could ask the learners (in pairs) to think of other examples. Each pair should write these on the whiteboard for class members to see. Individually, learners could plan to write about their skills or personal attributes, the grades chosen, and the reasons for their judgements. Learners can then complete a short ICT based presentation that encompasses this information. The presentations should be delivered to the class.	1 hour	2.3	5441 - Plan and sequence texts LO1 5449 - Develop discussions LO1 5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3

## LEARNING OUTCOME 3 – KNOW SPECIFIC SKILLS OR PERSONAL ATTRIBUTES THAT NEED TO BE DEVELOPED FOR A JOB

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Know specific skills or personal attributes that need to be developed for a job	3.1 Identify own skills or personal attributes that need development for a specific job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Finding a job	Teachers could write two examples of jobs on the whiteboard and ask the learners to suggest other job roles. Teachers could ask the learners about the methods a person could use to find a job, eg. looking in a newspaper. They could then ask the learners to work in small groups to use at least two different methods of finding information about five different jobs. The learners should be provided with newspaper job pages, Internet facilities, career leaflets. For each job the learners should identify the method used and information obtained, such as skills or personal attributes required, salary, working hours etc.	45 minutes	3.1	5724 - Listen to and actively respond in dialogue LO1, LO3 5428 - Read for purpose and meaning in texts on a variety of topics LO1
2 Skills or personal attributes for choice of job	Teachers could write a short list of jobs on the whiteboard and link skills and personal attributes to the jobs. They could then show a short video clip about how to make a career choice, eg. <a href="http://www.youtube.com/watch?v=gGCycFXDkEA">www.youtube.com/watch?v=gGCycFXDkEA</a> Teachers could then ask the learners to work in pairs to review own skills and personal attributes and use methods of finding out information (the internet, career leaflets etc) to search for a job of their choice that matches some of their skills or personal attributes. Their partner's job choice, along with skills and personal attributes that are required, should be shared with the class.	40 minutes	3.1	5724 - Listen to and actively respond in dialogue LO1 5446 - Speak to communicate information, ideas and opinions LO1

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
3 Own skills or personal attributes needing development for job choice	Teachers could explain that when a job choice is made there will be skills or personal attributes that may need to be developed, eg a person might choose to be a hairdresser or a barber, but be a little weak in the area of punctuality. They should explain that to succeed in this role, punctuality skills need to be improved upon. In small groups, learners can talk about their chosen job role and work together to identify skills or personal attributes that could be developed. Individually, learners can then write down (as a spidergram) skills or personal attributes that they need to improve for their job choice.	35 minutes	3.1	5724 - Listen to and actively respond in dialogue LO1 5449 - Develop discussions LO1

## LEARNING OUTCOME 4 – BE ABLE TO PRODUCE AN ACTION PLAN TO DEVELOP OWN SKILLS OR PERSONAL ATTRIBUTES FOR A JOB

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to produce an action plan to develop own skills or personal attributes for a job	4.1 Produce an action plan to develop own skills or personal attributes

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 How to develop own skills or personal attributes	Teachers could explain that there are ways that skills or personal attributes can be developed. They could write a list of skills or personal attributes and ask the learners to suggest ways to improve these. Teachers could then give the learners a card matching activity, where the learners work in pairs to match skills or personal attributes to be developed with the most appropriate way of developing them, eg communication skills - complete a course in English. Learners could then consider their own skills or personal attributes that need to be improved and identify the best routes for development.	35 minutes	4.1	5724 - Listen to and actively respond in dialogue LO1 5449 - Develop discussions LO1
2 Preparing an action plan	Teachers could talk about the importance of having an action plan to ensure goals are met. They could then explain what is required in an action plan, i.e. date of plan, actions to be taken, review date/s and target date/s. Learners could complete a "Preparing to write my own action plan" handout where they list their skills or personal attributes to be developed. They can then list ways to develop the skills or personal attributes and write down realistic dates in which to achieve their development goals. In pairs, learners should discuss their preparation plans in order to gain peer feedback/further suggestions.	30 minutes	4.1	5724 - Listen to and actively respond in dialogue LO3 5449 - Develop discussions LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO1, LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
3 Writing own action plan	Teachers could put a completed exemplar action plan on the interactive whiteboard to discuss. Learners could be asked to identify the different parts (date of plan, ways of developing skills or personal attributes, target date/s etc). They could also ask the learners to work in pairs to think of other ways that the skills or personal attributes could be developed. Teachers can then explain that the learners are going to complete an action plan for themselves. Teachers can provide a template action plan for each learner to complete. Volunteers could be asked to talk about their completed plans with the rest of the group.	40 minutes	4.1	5449 - Develop discussions LO1, LO2, LO3 5446 - Speak to communicate information, ideas and opinions LO2 5724 -Listen to and actively respond in dialogue LO3



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Telephone: 02476 851509

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

