



## EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

### LEVEL 2

UNIT 14 – ASSESS MYSELF FOR A CAREER

## 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 2 unit(s)
1 Understand how specific skills or personal attributes lead to success in a career	1 - Career options	1.1	5450 - Manage discussions LO2 5439 - Construct simple sentences LO4
	2 - Successful people	1.1	5725 - Listen to and respond in a constructive manner LO1 5447 - Speak to communicate information, ideas and opinions LO1
	3 - Skills or personal attributes leading to a person's successful career	1.1	5429 - Read for implied purpose and meaning LO1 5450 - Manage discussions LO2
2 Be able to evaluate own skills or personal attributes to inform career choices	1 - Assessing own skills or personal attributes	2.1	5450 - Manage discussions LO1
	2 - Evaluating assessments of skills or personal attributes	2.2	5447 - Speak to communicate information, ideas and opinions LO3
	3 - Use own evaluation of skills or personal attributes to choose a career	2.3	5447 - Speak to communicate information, ideas and opinions LO1
3 Understand specific skills or personal attributes that relate to a career	1 - Types of research to find out about skills or personal attributes for careers	3.1	5450 - Manage discussions LO4
	2 - Finding out about specific skills or personal attributes for a career of own choice	3.1	5439 - Construct simple sentences LO2 5429 - Read for implied purpose and meaning LO1
	3 - Why specific skills or personal attributes are relevant to the career of own choice	3.2	5725 - Listen to and respond in a constructive manner LO1 5447 - Speak to communicate information, ideas and opinions LO1



## LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 2 unit(s)
4 Be able to plan the development of own specific skills or personal attributes for a chosen career	1 - Developing specific skills or personal attributes for a career of own choice	4.1	5450 - Manage discussions LO2
	2 - Writing specific and measurable actions to develop specific skills or personal attributes for a career of own choice	4.1	5450 - Manage discussions LO1, LO2
	3 - Why is an action plan important for your own development?	4.2	5439 - Construct simple sentences LO1

## UNIT 14 – ASSESS MYSELF FOR A CAREER

Guided learning hours : 28

Credit value: 3

### PURPOSE OF THE UNIT

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 Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Understand how specific skills or personal attributes lead to success in a career	1.1 Assess how specific skills or personal attributes have contributed to success in a particular person's career	i.e. People successful in their careers, e.g. <ul style="list-style-type: none"> <li>• Sir Richard Branson has been successful in his career because of his financial planning and entrepreneurial skills</li> <li>• David Beckham has been successful in his career because he is motivated and hardworking.</li> </ul>
2 Be able to evaluate own skills or personal attributes to inform career choices	2.1 Assess strengths and weaknesses in your own skills or personal attributes	i.e. Skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• managing money</li> <li>• speaking in public</li> <li>• flexibility</li> <li>• decision-making.</li> </ul> i.e. Assessment tools for skills or personal attributes, e.g. <ul style="list-style-type: none"> <li>• online self-assessment tool</li> <li>• questionnaire with pre-set grading chart</li> <li>• list with grading options.</li> </ul>
	2.2 Evaluate own assessment of skills or personal attributes	i.e. Evaluation, e.g. <ul style="list-style-type: none"> <li>• reasons for self-evaluation judgement</li> <li>• confirmation of judgement from tutor/supervisor.</li> </ul>
	2.3 Use evaluation of skills or personal attributes to inform career choice	Skills or personal attributes evaluated must result in a possible career choice, e.g. <ul style="list-style-type: none"> <li>• nurse</li> <li>• joiner</li> <li>• chef.</li> </ul>

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Understand specific skills or personal attributes that relate to a career	3.1 Research specific skills or personal attributes needed for a chosen career	<p>Career choice from LO2 should be used for LO3 i.e. Researching specific skills or personal attributes for a chosen career, e.g.</p> <ul style="list-style-type: none"> <li>• internet search</li> <li>• careers guide</li> <li>• careers advisor</li> <li>• talking to people already working in the same role as chosen career.</li> </ul>
	3.2 Describe the relevance of specific skills or personal attributes to a 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"> <li>• a nurse needs medical training to be able to administer drugs safely</li> <li>• a builder needs to be physically fit and healthy to be able to move heavy loads</li> <li>• a salesperson needs product knowledge to be able to solve customer problems.</li> </ul>
4 Be able to plan the development of own specific skills or personal attributes for a chosen career	4.1 Produce an action plan to develop specific skills or personal attributes for the chosen career	<p>i.e. Ways of developing skills or personal attributes, e.g.</p> <ul style="list-style-type: none"> <li>• college courses</li> <li>• work experience</li> <li>• personal study</li> <li>• work shadowing.</li> </ul> <p>i.e. What to include in an action plan, e.g.</p> <ul style="list-style-type: none"> <li>• date of plan</li> <li>• specific measurable actions (to improve specific skills or personal attributes)</li> <li>• target dates to complete these actions</li> <li>• review date/s.</li> </ul>
	4.2 Explain the importance of having an action plan for personal development	<p>i.e. Importance of having an action plan, e.g.</p> <ul style="list-style-type: none"> <li>• to motivate self</li> <li>• to be able to check progress</li> <li>• to update plan and revise target date/s when necessary.</li> </ul>

## LEARNING OUTCOME 1 – UNDERSTAND HOW SPECIFIC SKILLS OR PERSONAL ATTRIBUTES LEAD TO SUCCESS IN A CAREER

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Understand how specific skills or personal attributes lead to success in a career	1.1 Assess how specific skills or personal attributes have contributed to success in a particular person's career

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Career options	Teachers could write a short list of careers on the whiteboard and then ask the learners to work in small groups to mindmap ten alternative careers that people could choose from. In pairs, the learners could use the internet to research a selection of five careers that were identified during the group activity and then create a 'career options information leaflet' to hand out to other learners in the class. The learners could be encouraged to write using complex sentences and to proof-read writing for accuracy.	1 hour	1.1	5450 - Manage discussions LO2 5439 - Construct simple sentences LO4



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
2 Successful people	Teachers could show the learners a short video about a person who has been successful in their career, eg. Sports Presenter Gabby Logan ( <a href="http://icould.com/videos/gabby-logan/">http://icould.com/videos/gabby-logan/</a> ). They could ask the learners to write notes as they watch the video and then ask them to work in small groups to discuss what has made the person successful in their career. The information could be fed back informally to the class. Learners could then be asked to work in pairs to identify a person that they agree has been successful in their career. Learners could write down what has made the person successful and present this information to the rest of the class. Teachers could encourage learners to use the Internet or pre-printed resources to obtain images to support their presentation.	1 hour	1.1	5725 - Listen to and respond in a constructive manner LO1 5447 - Speak to communicate information, ideas and opinions LO1
3 Skills or personal attributes leading to a person's successful career	Teachers could write down three skills or personal attributes on the whiteboard and ask the learners for suggestions to add to the list. Teachers could then give the learners a transcript from a video about a person who has been successful in their career, eg. DJ Trevor Nelson ( <a href="http://icould.com/videos/trevor-nelson/">http://icould.com/videos/trevor-nelson/</a> ). They could ask the learners to read the transcript and then to work in pairs to identify what skills or personal attributes the person may possess which may have helped that person to be successful in their career. At the end of the session teachers could write the name of the successful person on the whiteboard and ask the learners to create a class list of the person's skills or personal attributes.	40 minutes	1.1	5429 - Read for implied purpose and meaning LO1 5450 - Manage discussions LO2

## LEARNING OUTCOME 2 – BE ABLE TO EVALUATE OWN SKILLS OR PERSONAL ATTRIBUTES TO INFORM CAREER CHOICES

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to evaluate own skills or personal attributes to inform career choices	2.1 Assess strengths and weaknesses in your own skills or personal attributes
	2.2 Evaluate own assessment of skills or personal attributes
	2.3 Use evaluation of skills or personal attributes to inform career choice

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Assessing own skills or personal attributes	Teachers could write down a short list of their own skills or personal attributes on the whiteboard and demonstrate grading these (5 = excellent, 1 = needs improvement). They could ask the learners to work in pairs to discuss their own skills or personal attributes. Learners could then individually complete a table whereby they list their own skills or personal attributes and grade each one of them (5 = excellent, 1 = needs improvement). They could highlight the skills or personal attributes graded 5, 4, or 3 with a green highlighter pen (to represent strengths) and highlight those graded 2 or 1 using an orange highlighter pen (to represent areas for improvement).	45 minutes	2.1	5450 - Manage discussions LO1
2 Evaluating assessments of skills or personal attributes	Teachers could invite another member of staff into the classroom to discuss some of their skills or personal attributes. The person could write these on the whiteboard and grade them (5 = excellent, 1 = needs improvement). Teachers could ask the person to give reasons for their grade judgements. Learners could then work in pairs to discuss the table that they completed in LO2/Activity 1 and provide reasons for their own grade judgements. Each learner could pick two of their own skills or personal attributes and tell the rest of the class what their grade judgements are and the reason for these.	50 minutes	2.2	5447 - Speak to communicate information, ideas and opinions LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 Use own evaluation of skills or personal attributes to choose a career	Teachers could explain to the learners that strengths in skills or personal attributes can be used to make career choices. They could write a short list of skills or personal attributes on the whiteboard and link these to different careers. Learners could be given a set of 'career cards' to discuss in pairs. They could write down the skills or personal attributes that they believe would be required for each of the careers. They could then identify careers that they are interested in. Finally, each learner could choose a career that is of interest to them and is one that they feel best matches their own skills or personal attributes (as identified in LO2/Activity 1).	50 minutes	2.3	5447 - Speak to communicate information, ideas and opinions LO1

## LEARNING OUTCOME 3 – UNDERSTAND SPECIFIC SKILLS OR PERSONAL ATTRIBUTES THAT RELATE TO A CAREER

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Understand specific skills or personal attributes that relate to a career	3.1 Research specific skills or personal attributes needed for a chosen career
	3.2 Describe the relevance of specific skills or personal attributes to a chosen career

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Types of research to find out about skills or personal attributes for careers	Teachers could tell the learners that different methods can be used to find out about specific skills or personal attributes for a career. They could identify that internet searching is one method that can be used and the advantage of using this method is that it is time-efficient. Learners could work in small groups to discuss and find out about other methods available and their advantages of use. They could then create an informative poster that identifies at least four different methods of finding out about specific skills or personal attributes required for careers, with one advantage for using each method.	55 minutes	3.1	5450 - Manage discussions LO4
2 Finding out about specific skills or personal attributes for a career of own choice	Using an interactive whiteboard, teachers could demonstrate searching the internet for specific skills or personal attributes required for a career, eg. a nurse, and discuss these and write them on the whiteboard. Teachers could provide the learners with a selection of methods (internet, career guides etc.) for them to use (in pairs) to find out about specific skills or personal attributes for their chosen career. Individually, the learners could input the information obtained into an ICT presentation and deliver this to the whole class. Learners should be encouraged to write using complex sentences and in the third person.	1 hour	3.1	5439 - Construct simple sentences LO2 5429 - Read for implied purpose and meaning LO1



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 Why specific skills or personal attributes are relevant to the career of own choice	Teachers could show the learners a short video about a person with a career in nursing (eg. <a href="http://icould.com/videos/nikki-r/">http://icould.com/videos/nikki-r/</a> ). They could ask the learners to list the specific skills or personal attributes that the person is required to have. Learners could then work in small groups to discuss why the specific skills or personal attributes are relevant to the person's career and feed this back to the class. In pairs, learners could then discuss why the specific skills or personal attributes required for their own career choice are relevant. Learners could write down one specific skill or personal attribute required for their partner's chosen career, along with a description of its relevance and feed this information back to the whole group.	1 hour	3.2	5725 - Listen to and respond in a constructive manner LO1 5447 - Speak to communicate information, ideas and opinions LO1

## LEARNING OUTCOME 4 – BE ABLE TO PLAN THE DEVELOPMENT OF OWN SPECIFIC SKILLS OR PERSONAL ATTRIBUTES FOR A CHOSEN CAREER

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to plan the development of own specific skills or personal attributes for a chosen career	4.1 Produce an action plan to develop specific skills or personal attributes for the chosen career
	4.2 Explain the importance of having an action plan for personal development

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
1 Developing specific skills or personal attributes for a career of own choice	Teachers could write a list of specific skills or personal attributes that are relevant to a particular career (eg. joiner) on the whiteboard and ask the learners to suggest ways of developing these. Learners could work in pairs to discuss different ways that the specific skills or personal attributes (for their chosen careers) could be developed. The learners could write their ideas on post it notes and stick these to the whiteboard to be read out and shared with the class.	30 minutes	4.1	5450 - Manage discussions LO2
2 Writing specific and measurable actions to develop specific skills or personal attributes for a career of own choice	Teachers could discuss with the learners what needs to be included in an action plan to develop specific skills or personal attributes for a chosen career. They could tell the learners that specific and measurable actions are needed in a good action plan. Teachers could write the following definitions on the whiteboard: 'specific = well-defined and clear' 'measurable = quantifies progress' and talk about what they mean. The learners could work in pairs to organise a set of action cards into two categories, eg. Clear & Measures Progress/ Too General & No Progress Measures. Individually, learners could then write their own specific and measurable actions to develop specific skills or personal attributes for their chosen career.	1 hour	4.1	5450 - Manage discussions LO1, LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 2 units
3 Why is an action plan important for your own development?	Teachers could write a task on the whiteboard (eg. build a wall) with short action plan to achieve the task (eg. Measure length/height required - this afternoon, work out amount of bricks needed - tonight, buy bricks - tomorrow morning etc.) and ask the learners why this action plan is important (for self-motivation / to check progress etc.) Learners could work in pairs to write a letter to a friend to persuade them to develop an action plan that will help them achieve more in life. Completed letters can be read out to the class. Learners should be encouraged to write using complex sentences and use correct verb-tense agreement.	40 minutes	4.2	5439 - Construct simple sentences LO1



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