

# PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 2

Unit 15: Assessing myself for work

## EXEMPLAR EVIDENCE BOOKLET

**CANDIDATE'S NAME** ... Marta Nowek .....

The work that you submit for assessment must be your own. You must not copy from someone else or allow someone else to copy from you.

I confirm that this is all my own work.

Candidate's signature .... Marta Nowek ..... Date ... 29/10/2011 .....

**CENTRE ASSESSOR'S NAME** .... STELLA THOMSON .....

I confirm that I have read the Introduction to Tutors overleaf.

I confirm that I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

I confirm that I have marked this work and consider that it meets the assessment criteria.

Centre assessor's signature .... Stella Thomson ..... Date ..... 29/10/11 .....

**INTERNAL MODERATOR'S NAME** ..... (if applicable)

Internal moderator's signature ..... Date .....

**SCRIBE'S NAME** ..... (if applicable)

Scribe's signature ..... Date .....

Please note:

The purpose of this evidence booklet is to provide a simple and manageable solution for gathering evidence for all units of this qualification.

**Tutors may change any task or part of a task to make the context more appropriate for their learners. However, alternative tasks must meet the assessment criteria. Please contact OCR for further guidance.**

**The assessment criterion/criteria (AC) are shown for each task throughout this booklet.**

All evidence **must** be marked before submission. This should be indicated through a tick and/or feedback comment on each marking point. Centre assessors should refer to the marking guidance for the unit when assessing the work.

Tutors should check that there are no gaps in the evidence. Incomplete evidence should not be submitted. Scribed work should be annotated with the scribe's initials.

If evidence is not to the required standard then alternative evidence should be substituted. If alternative evidence is submitted then this should be noted on the evidence checklist (available on our website [www.ocr.org.uk](http://www.ocr.org.uk)).

Do not submit the evidence in folders or plastic pockets but staple together the evidence sheets in an appropriate order. Do not submit group coursework, handouts or downloads (unless these are required to meet an assessment criteria).

Examiner-moderators will complete an electronic Centre Feedback Report Form (e-NQF6) for each batch submitted. Reports are accessed through OCR Interchange.

The QCA Accreditation Numbers for these qualifications are:

OCR Entry Level 3 Award in Personal Life Skills – 600/2370/3  
OCR Scheme Code: 10273

OCR Entry Level 3 Certificate in Personal Life Skills – 600/2371/5  
OCR Scheme Code: 10274

OCR Level 1 Award in Personal Life Skills – 600/2372/7  
OCR Scheme Code: 10275

OCR Level 1 Certificate in Personal Life Skills – 600/2373/9  
OCR Scheme Code: 10276

OCR Level 2 Award in Personal Life Skills – 600/2374/0  
OCR Scheme Code: 10277

OCR Level 2 Certificate in Personal Life Skills – 600/2375/2  
OCR Scheme Code: 10278

**The QCA Accreditation Number for this unit is:**

Unit 15: Assessing myself for work      M/502/2854

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# Task 1

## AC 1.1, 1.2, 1.3, 1.4, 1.5

Choose someone who is successful in work. This may be a well known person or someone you know personally.

**Analyse** why they are successful. You need to consider at least **four** attributes of success in your analysis.

Give examples for each to illustrate your analysis.

I have chosen to analyse why .... *Jamie Oliver* ..... is successful in work.

Write your analysis below:

Jamie Oliver, by his own admission, was not very successful at school. He went to catering college in London and then worked at the River Cafe restaurant in London. It was here that he was discovered by the BBC. He made his first TV series - The Naked Chef - in 1999 after being filmed as part of a documentary on the River Cafe restaurant. The production companies liked his style and enthusiasm for cooking so offered him his own series. The rest is history - more TV programmes, campaigning for healthy school dinners and teaching people to cook healthy meals, the Fifteen Foundation to train disadvantaged young adults in the restaurant business and many books. He has a contract with Sainsburys to endorse the supermarket and its products although claims he doesn't shop at any supermarket himself.

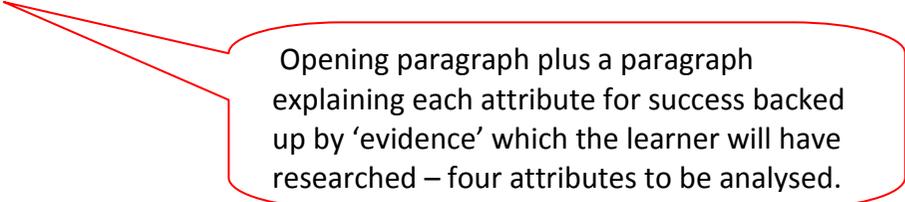
Jamie Oliver says that he didn't do well at school because he is dyslexic but he always knew he wanted to be a chef - from an early age he helped his parents who run a pub restaurant in Essex. I think one of the reasons Jamie Oliver is successful is that he has a passion and enthusiasm for cooking and food which started at a young age. He had a clear ambition to be a chef and worked hard to complete the catering college course as a way into the restaurant business.

Whilst he clearly cultivates his 'cheeky chappie' persona, at least in his TV programmes, he comes across as a genuine caring individual. He has made lots of money but had to mortgage his house to start the Fifteen restaurant to train 15 disadvantaged young adults. It must have been a gamble initially but he had faith in his ability to make it work. Jamie's School Dinners brought the subject of school

meals to the political forefront and changed the types of food served. Again the outcome of this venture was by no means certain and he attracted some criticism from parents who thought their children should have access to chips every lunchtime. However, he clearly believes that what he starts will be successful so I think another attribute of success is self belief.

Jamie Oliver has been lucky to be spotted whilst working in a restaurant kitchen and then starting his own TV Naked Chef programme - a case of being in the right place at the right time. However, he used that opportunity as a springboard for lots of other (money making) activities. So another attribute of his success has been his ability to make the most of the opportunities available and use them to further his career with books, a chain of restaurants, further TV programmes both here and in the States and the contract with Sainsburys.

Lastly a further attribute which makes Jamie Oliver a success is that he appears to be a very good chef with some original ideas for food. He is able to demonstrate how to cook his recipes and, like all good chefs, make it look easy for everyone else. He has published numerous cookbooks with a different slant - Italian cooking in particular - and makes his recipes available on his website and via recipe cards from Sainsburys as well as in his books.



Opening paragraph plus a paragraph explaining each attribute for success backed up by 'evidence' which the learner will have researched – four attributes to be analysed.

## Identify a workplace.

Then identify **two** transferable skills, **two** sector skills and **two** personal attributes needed for someone to be successful in this workplace. Outline how each skill and personal attribute leads to success in this workplace. Give at least **one** example for each skill and personal attribute to substantiate your response. You may choose a job role to inform your choice of skills and attributes.

Extended and considered responses needed for Level 2

<b>Workplace:</b> Primary school classroom	
<b>Transferable skills</b>	<b>These skills lead to success in this workplace because:</b>
1. Using your initiative	The class teacher may be busy with another child or group and you have to decide what to do next if your group have finished the work set and there's only a little time until the lesson finishes. Sometimes there will not be any specific support needed for that whole class lesson but there could be tidying up required, pencils to be sharpened or books which need backing. You need to use your initiative and use your time well.
2. Respecting confidentiality	An essential skill in most work places. You will read or hear personal details about a child or family at school. You must never discuss these details with anyone outside of school. You need to ensure that any personal information you have access to is kept secure.

<b>Sector specific skills</b>	<b>These skills lead to success in this workplace because:</b>
1. Good ability in literacy and numeracy	Much of the primary school day is taken up with literacy and numeracy so you need to have good skills yourself otherwise you will not be able to support the children. You need to know the particular way maths is taught in that school so that you do not confuse a child by showing them how you might do that sum. You need good literacy skills so you can check if spelling, punctuation and grammar are correct in a child's work.
2. ICT skills	It is helpful to know how to use a computer and how to load some of the specific software used in that classroom. This can save the class teacher time particularly if you are able to set up the smartboard at the start of the day. Knowledge of digital photography and how to download photos taken by the children is also a useful ICT skill.

Personal attributes	These personal attributes lead to success in this workplace because:
1. Reliable	If you cannot be relied upon to arrive, even if you are a parent helper, then the class teacher may have to reorganise the lesson. Children who might have been getting extra reading support will have to wait until another time. If you are unreliable then it can make things difficult in the classroom for everyone because groups of children may have to be reorganised and some children may not get the support they need that day.
2. Being a good listener	Children often have lots to say - a new pet, a party invitation or a trip with the family. It is important to listen to what they have to say and generally have a sympathetic manner particularly if a child has been involved with a playground incident. Encouraging children to talk will help them with their literacy skills as well.

#### Analyse how being successful in the workplace can benefit an organisation

If you are a good learning support assistant then the children benefit from having at least two adults to help them in the classroom. They are likely to achieve more quickly and the school gets good results for their pupils. This will encourage parents to enrol their children at that school if it is seen to be successful in the SATs tables.

#### Analyse how being successful in the workplace can benefit individuals within an organisation

If school staff are good at what they do - children are well taught and the school is seen as a happy and caring place - then those who work at that school will feel proud to be part of a successful school. Successful schools encourage staff development and staff are encouraged to take on more responsibility. If a school is seen to be successful then staff are happier and the school is a pleasant place to work. It also benefits from good publicity via the league tables.

# Task 2

## AC 2.1, 2.2, 2.3

Outline **two** transferable skills that you have.

Make an initial assessment of how strong each skill is, giving examples to validate your assessment. Use feedback from others to help you with this assessment. You must ask **two** different people.

Transferable skill	My assessment of this skill	Feedback on your skills assessment from tutor/supervisor/mentor/ family member/peer/friend
1. I speak Polish as well as English	<p>Very good standard. My parents are Polish. Although I was born here we always spoke Polish at home and I attended Polish classes as a child. I have since got my GCSE in the language.</p>	<p><i>Marta is able to help children who have recently arrived here from Poland. I have heard her speaking with some of the children she supports.</i></p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/friend: (circle one)</p> <p><i>Gina Davies - NVQ assessor</i></p> <p>Date: <b>19/10/2011</b></p>
2. Good time management skills	<p>Very good standard. I have family responsibilities, a part time job and I also make craft items to sell in my spare time. I need to manage my time well or I cannot do all the things I want to do.</p>	<p><i>Marta is a very busy person but she always appears with more evidence for me to assess as she is keen to get this qualification completed quickly.</i></p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/friend: (circle one)</p> <p><i>Violet Jones</i></p> <p>Date: <b>21/10/2011</b></p>

Outline **two** sector specific skills that you have.

Make an initial assessment of how strong each skill is, giving examples to validate your assessment. Use feedback from others to help you with this assessment. You must ask **two** different people.

Sector specific skill	My assessment of this skill	Feedback on your skills assessment from tutor/supervisor/mentor/ family member/peer/friend
1. Maths skills	<p>Excellent standard. I have good skills in maths because I managed to achieve an A grade in GCSE last year when I went back to college. I am able to help my own children with their maths.</p>	<p><i>I have seen Marta's GCSE certificate</i></p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/friend: (circle one)</p> <p><i>Gina Davies - NVQ assessor</i></p> <p>Date: <i>19/10/2011</i></p>
2. Computer skills	<p>Excellent standard. I have achieved several CLAIT PLUS units including units for spreadsheets and emailing/internet. I can use several programmes including Microsoft Word/Excel and Publisher. I am able to put a PowerPoint presentation together with additional effects such as transitions and sound.</p>	<p><i>Recent certificates seen for four CLAIT PLUS units.</i></p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/friend: (circle one)</p> <p><i>Violet Jones</i></p> <p>Date: <i>21/10/2011</i></p>

Outline **two** personal attributes that you have.

Make an initial assessment of how strong each personal attribute is, giving examples to validate your assessment. Use feedback from others to help you with this assessment. You must ask **two** different people.

Personal attribute	My assessment of this skill	Feedback on your skills assessment from tutor/supervisor/mentor/ family member/peer/friend
1. Willingness to learn	<p>Very good.</p> <p>I have learnt new ICT skills and went back to college to get my GCSE in Maths. I am completing my NVQ Level 2 for Supporting Teaching and Learning in Schools. I know that there will be many new things to learn if I become employed in a school but by attending classes and following the NVQ course I have shown my willingness to learn.</p>	<p><b>Marta is an excellent model for 'life long learning'</b></p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/friend</p> <p><b>Gina Davies - NVQ assessor</b></p> <p>Date: <b>19/10/2011</b></p>
2. Experience of children	<p>Very good.</p> <p>I have two children of my own and I really enjoy working as a volunteer in the local primary school. I have also volunteered to help with an after school craft club for Year 6 children. In the past I have helped out with summer schemes for primary aged children which were run by my local church. I have also helped with a mother and toddler group when my son was small.</p>	<p><b>The children are always pleased when Marta comes in to help with reading</b></p> <p>Signature of tutor/<u>supervisor</u>/mentor/family member/peer/friend</p> <p><b>Matt Murphy - class teacher</b></p> <p>Date: <b>21/10/2011</b></p>

# Task 3

## AC 3.1, 3.2, 3.3, 3.4

Here as throughout the unit there are extended and considered responses in line with the demands of Level 2

State **one** sector area you would like to work in.

I am interested in the ... *education - becoming a teaching assistant* ..... sector.

Describe **two** transferable skills that you need to gain or develop for this sector area. Explain the relevance of these skills to the sector area and the level of expertise you need to acquire. Use at least **one** example for each skill in your explanation.

<b>Transferable skill 1:</b> Using a photocopier
I would like to know how to do back to back copying. How to collate pages and how to resize pages. I see other teaching assistants do this job so it would be useful for this or any office based job to be able to use the photocopier for more than simple copying. I need to know how to use these specific functions.
<b>Transferable skill 2:</b> Understand how to download digital photos
I notice that the children in school are using digital cameras a lot. I think it would be useful if I knew how to download photos for the children's work and some techniques to change the size and shape. I need to be sufficiently good to be able to download to the right part of the system, give the image a file name, manipulate the image and then print it off or insert into a piece of the child's written work. Using the digital camera and being able to download and alter photos would be a useful skill anyway for personal photos.

Describe **two** sector specific skills that you need to gain or develop for this sector area.

Explain the relevance of these skills to the sector area and the level of expertise you need to acquire.

Use at least **one** example for each skill in your explanation.

**Sector specific skill 1:** Setting up the smartboard

The teaching assistant attached to the class often starts the laptop and smartboard in the morning. She also uses it if the class teacher is away. This would be a useful classroom skill which would perhaps help me to get a job. I need to be able to start it and be able to access some of the programmes most used in the class.

**Sector specific skill 2:** Understanding how maths is taught in primary schools

Although I have GCSE maths, the way I know to do things like multiplication and subtraction are not the ways the children are taught in class. I need to know how to do mathematical calculations as the children are taught otherwise they will get confused with different methods. It would be useful to know what maths is taught in Key Stage 1 where I mostly support and the methods taught nowadays.

Describe **two** personal attributes that you need to gain or develop for this sector area.

Explain the relevance of these personal attributes to the sector area, including how these personal attributes need to be demonstrated in an appropriate manner. Use at least **one** example for each personal attribute in your explanation.

**Personal attribute 1:** *To be more assertive*

*I like to be busy but sometimes I take on too many things when people ask. I do not know how to say no in a nice way so sometimes I end up feeling I am being taken advantage of. It is sometimes difficult if I am asked to do some extras at school like help with costumes for the nativity play and I don't like to say no as I am hoping to get a job there and my children attend the school.*

**Personal attribute 2:** *Gain more confidence*

*I feel I lack self confidence as I have not worked for several years. I need to be a bit more relaxed in the classroom as I am very self conscious about doing the right thing. If I am more confident then I feel I could apply for a Teaching Assistant post locally when one is advertised as I am close to finishing my NVQ.*

Using at least **two** examples, explain why it is important to develop skills and personal attributes throughout life.

### Example 1

Many jobs including those in school have procedures or appraisals when development targets are set for the incoming year. It is important to be actively involved in deciding the development targets. It is important to develop skills and personal attributes by identifying areas where I feel less confident or where I feel I have not been that successful in the past. Firstly I need to identify what those areas are and then set action points so that I improve in the future. If I keep developing skills I will be more successful in the workplace and get more job satisfaction. I will be more useful to any potential employers if I can show I have been updating my skills. I have been updating my computer skills but realise it would be useful to be able to work with digital photos as digital cameras are used quite a lot in schools.

### Example 2

Personal attributes also need to be developed. This is sometimes harder but I need to remind myself that as an adult I have many good personal attributes but I can always be a bit better. I have tried to use my initiative more since I started this course. I offered to put up a display to go with this term's theme which worked well. I went to the local sea life park and got lots of material plus stuff I already had at home. The class teacher was very grateful and there are plans for a school trip in the summer to visit the sea life park. Showing initiative will help me to get a job at the school - I hope.

# Task 4

## AC 4.1, 4.2, 4.3

The sector area I am interested in working in is: *education*

My long term career goal is: *to become a class based teaching assistant*

In Task 3 you identified two transferable skills, two sector specific skills and two personal attributes you need to develop.

Express these as short term development goals below:

1. *To be able to use various features of a photocopier such as enlarging and copy/collate back to back*
2. *To be able to download, save and manipulate digital photos*
3. *To set up the smartboard and know how to access the programs available*
4. *To understand the maths and methods taught at Key Stage 1*
5. *To gain enough self confidence to apply for a teaching assistant post locally*
6. *To be more assertive*

You now need to develop an action plan using the short term development goals you have identified.

### **Action Plan Guidance**

The plan can take whatever form you decide. However the plan must include the following:

- The skills and attributes being developed or gained
- How each of these skills and attributes will be developed
- The support you will need
- Start date and at least one review date, indicating who will review the plan
- An explanation of when and how each goal in the action plan will be reviewed

**IMPORTANT** - Attach your action plan to this evidence booklet.

## Action Plan

Skill/Attribute to be developed	How this will be developed	Support needed	Review date	Target date for completion
To be able to use various features of a photocopier such as enlarging and copy/collate back to back.	Ask someone to show me. Get practice in using the features so I remember what to do.	Ann Evans, the class teaching assistant.	01/11/2011	18/12/2011
To be able to download, save and manipulate digital photos.	By getting someone to show me and then practising at home.	My partner.	01/11/2011	18/12/2011
To set up the smartboard and know how to access the programs available.	Ask someone to show me and then practise.	Either the class teacher, Mr Edwards, or Ann Evans.	01/11/2011	18/12/2011
To understand the maths and methods taught at Key Stage 1.	Download material from the TES website and ask class teacher to lend me a book.	Mr Edwards, class teacher.	01/11/2011	18/12/2011
To gain enough self confidence to apply for a teaching assistant post locally.	Keep a reflective log of what I do when helping at the school.	Stella Thompson will go through my log helping me to identify what I do well. She will also observe me and give me feedback on this.	01/11/2011	18/12/2011
To be more assertive.	Think anytime I am asked to do something - ask for time to think it over.	Practise saying no gracefully - Jane, my best friend, could help me and my partner for support.	01/11/2011	18/12/2011

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