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RECOGNISING ACHIEVEMENT

Unit Title:	**Assessing myself for work**
OCR unit number	R/502/1292
Level:	Entry 3
Credit value:	3
Guided learning hours:	30
Unit expiry date:	01/07/2016

Unit purpose and aim

This unit will enable learners to understand that skills and personal attributes are required for success in the workplace. Learners will also have the opportunity to identify their own skills and attributes for development.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will: 1 Understand what skills and personal attributes are needed for success in work	**The Learner can:** 1.1 Indicate what is meant by being successful in the workplace	Examples of what is meant by being successful in the workplace could include: • using time well • having good ideas • completing tasks efficiently • following instructions • being respected by colleagues Know the ways success in the workplace is measured, which could include: • achievement of targets • feedback • promotion • bonus • additional responsibilities
	1.2 Identify transferable skills in different workplace situations that lead to success	Examples of transferable skills could include: • using ICT • team working • problem solving • using initiative

Learning Outcomes	Assessment Criteria	Exemplification
2		Examples of transferable skills used in different workplace situations that lead to success could include: • in a nursery – communicating with children to tell stories • in an office – using ICT to send and receive emails • in a kitchen – using team working to prepare meals
	1.3 Identify sector-specific skills in different workplace situations that lead to success	Sector-specific skills: • specialist skills needed for work in specific vocational areas Examples of sector-specific skills in different workplace situations that lead to success could include: • a chef making preparations in advance • a carpenter fitting a new wooden door without damaging the door or surround • a carpet fitter cutting the carpet to minimise waste • sales person exceeds targets for sales
	1.4 Identify personal attributes in different workplace situations that lead to success	Examples of personal attributes could include: • enthusiasm and willingness to learn • creativity and initiative • time management • confidence and assertiveness • flexibility and adaptability • decision making • self management Examples of personal attributes in different workplace situations that lead to success could include: • in a leisure centre - enthusiastic when coaching sessions, willing to learn how to set up different equipment for different activities

Learning Outcomes	Assessment Criteria	Exemplification
		• in a café or a kitchen – using creativity and initiative to come up with an idea for a new sandwich or recipe in an office – planning and organising work so that all deadlines are met
2 Be able to audit current skills and personal attributes	2.1 Use feedback from others to help identify current strengths in skills	Sources of feedback could include: • peers • workplace supervisors and colleagues • teachers/tutors • parents/family members/carers Skills can be: • transferable • sector-specific Examples of how current strengths can be identified could include: • level of support needed • confidence in demonstrating skills or attributes • simplicity or complexity of skills • effectiveness/efficiency
	2.2 Use feedback from others to help identify personal attributes	Personal attributes could include: • enthusiastic and willing to learn • creative • uses initiative • manages time well • confidence and assertiveness • flexible and adaptable • decision maker • self manager
3 Understand own skills and personal attributes that need to be gained or developed for a sector area	3.1 With support, identify skills that need to be gained or developed for a sector area	Skills can be: • transferable • sector-specific

Learning Outcomes	Assessment Criteria	Exemplification
	3.2 With support, identify personal attributes that need to be gained or developed for a sector area	Personal attributes relevant to the chosen sector Examples of different sector areas could include: • retail • leisure • sport • travel and tourism • performing arts • media • business • engineering • construction
4. Be able to plan how to gain or develop skills and personal attributes for a sector area	4.1 Identify ways of developing skills and personal attributes for a sector area in an action plan	Examples of an action plan could include: • a template provided by teacher/tutor • a report • a presentation • a diary/schedule Examples of ways of developing skills and personal attributes could include: • school or college courses • part-time or full time courses • work experience • part-time jobs • short training courses • personal study
	4.2 Identify people and/or organisations that can help develop skills and personal attributes for a sector area in an action plan	Examples of people and/or organisations that can help could include: • teachers and tutors • counsellors • peers • parents and carers • schools and colleges • adult learning centres • libraries • careers services
	4.3 Identify different stages in an action plan	Action plan could include: • start date • end date • activities

Assessment and evidence requirements

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 devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, 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.

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	

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	**Creative Thinkers**	**Reflective Learners**	**Team Workers**	**Self Managers**	**Effective Participators**
		✓		✓	

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk.