

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Entry Level 3

Unit 13: Assessing myself for work

EXEMPLAR EVIDENCE BOOKLET

CANDIDATE'S NAME *Jamie Jones*

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 *Jamie Jones* Date *17/12/2011*

CENTRE ASSESSOR'S NAME *Tomas Sebastian*

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 *Tomas Sebastian* Date *17/12/11*

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).

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 13: Assessing myself for work R/502/1292

This OCR evidence booklet remains live for the life of this qualification. Occasionally OCR may up-date the information within this booklet. Please refer to the updates section of the relevant qualifications on our website: www.ocr.org.uk for details regarding amendments made to this booklet.

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Task 1

AC 1.1, 1.2, 1.3

Complete the table below with **four** examples of success at work.

Example 1	Being helpful when asked to do anything
Example 2	Doing the job properly
Example 3	Getting on with other people at work
Example 4	Not wasting time

Identify **two** ways success in the workplace can be measured:

1. The boss tells me that he's pleased with my work.
2. Might get a christmas bonus.

In the table below identify **two** different workplaces and **one** work activity carried out in each workplace. State **one** transferable skill, **one** sector specific skill and **one** personal attribute needed for each activity.

Workplace 1: <i>Glass houses</i>			
Activity	Sector specific skill used in this activity	Transferable skills used in this activity	Personal attribute needed in this activity
<i>Cropping flowers</i>	<i>Must cut to correct length</i>	<i>To work with someone else so both sides of the bed get cropped properly</i>	<i>Physically fit to bend and cut flowers</i>

These workplaces are different though both related to horticulture in this instance. Provided different workplaces identified they do not need to be related.

Workplace 2: <i>Packing shed</i>			
Activity	Sector specific skill used in this activity	Transferable skills used in this activity	Personal attribute needed in this activity
<i>Pack flower bunches into boxes</i>	<i>Make boxes up from flat sheets</i>	<i>Count number of bunches accurately for packing</i>	<i>Being careful with the flowers</i>

Task 2

AC 2.1, 2.2

Outline **two** skills that you have. Make an initial assessment of how strong each skill is by ticking one of the statements for each.

Ask **two** different people to feedback on your skills assessment.

Skill	Own assessment of skills (✓)	Feedback from tutor/supervisor/mentor/family member/peer/friend
1. Team player	Very strong <input checked="" type="checkbox"/> Quite strong <input type="checkbox"/> Not very strong <input type="checkbox"/>	Jamie is the goalie for the first eleven and is good enough to play for an outside club. Always willing to help with coaching further down the school. Signature of <u>tutor</u> /supervisor/mentor/family member/peer/ friend Archie Aston, Head of PE Date 4/12/2011 How will you use this feedback on your skills? To remind myself that I am good at something
2. Good on the computer	Very strong <input type="checkbox"/> Quite strong <input checked="" type="checkbox"/> Not very strong <input type="checkbox"/>	Jamie has good word processing skills but needs to proof read for spelling and sense before handing work in. Signature of <u>tutor</u> /supervisor/mentor/family member/peer/friend: Sally Smithson, ICT teacher Date: 8/12/2011 How will you use this feedback? Remember to proof read my work

Outline **two** personal attributes that you have. Make an initial assessment of how strong each personal attribute is by ticking one of the statements for each.

Ask **two** different people to feedback on your assessment.

Personal Attribute	Own assessment of personal attributes (✓)	Feedback from tutor/supervisor/mentor/family member/peer/friend
<p>1.</p> <p>I get on well with others.</p>	<p>Very strong <input checked="" type="checkbox"/></p> <p>Quite strong <input type="checkbox"/></p> <p>Not very strong <input type="checkbox"/></p>	<p>Jamie is a good sportsman and full of ideas when it comes to anything to do with sport. However, he doesn't always listen to what others have to say and rushes in with his own ideas.</p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/ friend</p> <p>Archie Aston Date 4/12/2011</p> <p>How will you use this feedback on your skills? Stop and listen to others a bit more.</p>
<p>2.</p> <p>I am helpful.</p>	<p>Very strong <input checked="" type="checkbox"/></p> <p>Quite strong <input type="checkbox"/></p> <p>Not very strong <input type="checkbox"/></p>	<p>Can be relied on to volunteer when help is needed - very useful practical skills which he used for scenery painting for the last school production.</p> <p>Signature of <u>tutor</u>/supervisor/mentor/family member/peer/friend:</p> <p>Dave Gardiner - Form tutor Date: 8/12/2011</p> <p>How will you use this feedback? Think about jobs which are more practical.</p>

Task 3

AC 3.1, 3.2

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

I am interested in the **horticulture** sector.

Ask **two** different people (eg your tutor/supervisor/mentor/family member/peer/friend) to suggest **two** skills and **two** personal attributes you need to develop. The skills may be transferable skills or sector-specific skills.

	A skill I need to develop:	This was suggested by:	They think I need to develop this skill for this sector because
1.	Crop flowers a bit faster	Mr Clements at my Saturday job at the nursery	If I can crop a bit faster then I will make more money
2.	Make up the boxes more quickly	Mr Clements	If the boxes are made up more quickly then we can send more flowers away to the markets when the transport arrives

	A personal attribute I need to develop:	This was suggested by:	They think I need to develop this personal attribute for this sector because
1.	Being more confident with people I don't well	Mr Gardiner - form tutor	I don't want to be shy when I'm at work
2.	Getting up on time	My mum	If I get a job then I need to get to work on time

Task 4

AC 4.1, 4.2, 4.3, 4.4

Complete the action plans below for your chosen sector area.

The sector area I have chosen is: *horticulture*

My action plan to develop skills.

Start date: *01/02/2012*

The skills I need to develop	How will I develop them?	Who can help me?	Review date	Target date
1. <i>Crop flowers a bit faster</i>	<i>Get more practice</i>	<i>Mr Clements</i>	<i>1/4/2012</i>	<i>1/6/2012</i>
2. <i>Make the boxes up more quickly</i>	<i>Get more practice</i>	<i>Mr Clements</i>	<i>1/4/2012</i>	<i>1/6/2012</i>

My action plan to develop personal attributes.

Start date: 19/12/2011

The personal attributes I need to develop	How will I develop them?	Who can help me?	Review date	Target date
1. Being more confident with people I don't know well	Try to talk to people I don't know well when I am out at the weekends	My friends	18/1/2012	1/2/2012
2. Getting up on time	Get an alarm clock and get to bed earlier	My mum	4/1/2012	1/2/2012

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Vocational qualifications

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