![OCR – Oxford Cambridge and RSA logo]

Unit Title:	**Assessing myself for a job**
OCR unit number:	Unit 9
Level:	Level 1
Credit value:	3
Guided learning hours:	25
Unit reference number:	D/505/4053

Unit aim and purpose

This unit will provide learners with an understanding of behaviours, skills and personal attributes required for success in different workplaces, and how success can be acknowledged. Learners will be able to support an assessment of the level of own skills and personal attributes, and obtain feedback on the validity of own self-assessment. Learners will know how to identify skills and attributes for a sector-specific job and be able to produce an action plan to develop own skills and attributes.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
The Learner will: 1 Understand the skills and personal attributes needed for success at work	**The Learner can:** 1.1 Explain behaviours that lead to success in the workplace	Behaviours that may lead to success, e.g.: • acting responsibly • working as an effective team member • producing good quality work • being punctual and reliable Why particular behaviours are important, e.g. producing good quality work means an individual can be trusted to meet company standards
	1.2 Outline how success at work is acknowledged	Ways in which success at work is acknowledged, e.g.: • positive feedback/praise • rewards, e.g. promotion, bonus • giving additional responsibilities • being asked to mentor staff Different workplaces, e.g.: • office • supermarket • construction site • garage

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	1.3 Describe how skills in different workplaces may lead to success, to include: • sector-specific • transferable	Sector-specific skills, e.g.: • junior administrator is able to use the photocopier to produce legible copies • stock controller is able to calculate stock levels correctly Transferable skills, e.g.: • junior administrator is able to answer the telephone politely • stock controller is able to organise his/her own schedule
	1.4 Describe how personal attributes may lead to success	Personal attributes, e.g.: • a designer being creative • a self-employed hairdresser being flexible with appointments
2 Be able to assess level of own skills and personal attributes	2.1 Identify: • own skills • own personal attributes	Skills can be: • transferable • sector-specific
	2.2 Assess current level of: • own skills • own personal attributes	Assessing current level, e.g.: • questionnaire with pre-set grading chart • through discussion with others • list with grading options e.g. very good/good/weak or poor
	2.3 Justify own assessment of skills and attributes, to include feedback from persons supervising	Persons supervising, i.e.: • workplace supervisor/manager • teacher/tutor • assessor
3 Understand sector-specific skills and personal attributes that need to be developed for jobs in sectors	3.1 Identify skills and attributes needed for a sector-specific job	Sector-specific jobs, e.g.: • Retail – a stock controller • Construction – a brick layer • Finance – a bank cashier • Education – a teaching assistant • Sports and leisure – a swimming coach

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.2 Describe why different skills and attributes are needed for a sector-specific job	Skills and personal attributes must be relevant to the sector-specific job and sector, e.g., hod-carrying skills (sector-specific skill) and physical fitness (attribute) for a builder
	3.3 Identify own skills and attributes that need development for a sector-specific job	
4 Be able to plan the development of skills and personal attributes for jobs	4.1 Produce an action plan for skills development, to include: • skills to be developed for a job • ways of developing skills • support needed • start, review and target dates	Action plan, e.g.: • a template provided by teacher/tutor • a diary/schedule • review and target dates realistic
	4.2 Produce an action plan for personal attributes development, to include: • attributes to be developed for a job • ways of developing attributes • support needed • start, review and target dates	Ways of developing sector-specific skills and personal attributes, e.g. : • school or college courses • part-time or full time courses • work experience • part-time jobs • short training courses • personal study Support, e.g.: • teachers and tutors • counsellors • family members • schools and colleges • adult learning centres • libraries • learning support assistants
	4.3 Describe the importance of having an action plan for personal development	Importance of having an action plan, e.g.: • to identify what needs to be done • to be able to check progress • to use the plan to motivate

Assessment

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 produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached.

When candidates complete a task, 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.

Evidence requirements

Evidence can be produced either through real work or by means of simulated activities.

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific assessment guidance for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

Guidance on assessment and evidence requirements

The unit content describes what has to be taught to ensure that candidates are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* for information on how to assist candidates with special access requirements.

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	

Resources

Access to sources of under-pinning knowledge such as centre teaching materials, websites, books, journals, etc., might be of help, but you are not expected to reproduce other people's written work.

The following resources are available on the OCR website www.ocr.org.uk:

- Unit specification

- Candidate evidence booklets, evidence checklists and assessment guidance for each unit

- Worked examples of tasks from evidence booklets

- Employability Skills Glossary

- Employability Skills support pack

- Tutor Support Sheet - Skills and attributes

- Frequently Asked Questions (FAQs)

- Introduction for Tutors in the evidence booklet

- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

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