

Unit Title:	Assessing myself for a career
OCR unit number:	Unit 14
Level:	Level 2
Credit value:	3
Guided learning hours:	28
Unit reference number:	L/505/4095

Unit aim and purpose

This unit will provide learners with an understanding of the skills and personal attributes that lead to an individual's success in business, and how success is recognised. Learners will be able to audit own transferable skills, sector-specific skills and personal attributes and obtain feedback in order to make a career choice. Learners will be able to identify own development needs for a chosen career and agree an action plan for the development.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Understand how skills and personal attributes lead to national or international success in business</p>	<p>The Learner can:</p> <p>1.1 Describe a successful businessperson, to include:</p> <ul style="list-style-type: none"> • age when starting business • business sector • name of business and/or job title • purpose of the business <p>1.2 Explain how sector-specific skills contribute to a businessperson's success</p>	<p>Successful businesspeople, e.g.:</p> <ul style="list-style-type: none"> • Richard Branson • Karren Brady • Steve Jobs • Stella McCartney • David Beckham • Theo Paphitis • James Dyson • Delia Smith • JK Rowling • Will.i.am <p>Person may be alive or deceased; person could be from any sector (commercial, private, third sector/not-for profit)</p> <p>Sector-specific skills, e.g.:</p> <ul style="list-style-type: none"> • designing goods • developing new ideas • financial planning and forecasting • cooking • writing • sourcing raw materials and products

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	<p>1.3 Explain how transferable skills contribute to a businessperson's success</p> <p>1.4 Explain how personal attributes contribute to a businessperson's success</p> <p>1.5 Identify ways a businessperson's success can be recognised</p>	<p>Transferable skills, e.g.:</p> <ul style="list-style-type: none"> • using ICT and social media • communicating • marketing • networking • team-working • problem-solving • management <p>Personal attributes, e.g.:</p> <ul style="list-style-type: none"> • enthusiasm and willingness to learn • creativity and initiative • planning, organising and time management • confidence and assertiveness • flexibility and adaptability • decision making • self-management <p>Ways success is recognised e.g.:</p> <ul style="list-style-type: none"> • financial status • social acceptance • formal recognition, e.g. awards, public accreditation • lifestyle • celebrity status • media coverage
<p>2 Be able to evaluate own skills and personal attributes to inform career choices</p>	<p>2.1 Assess own transferable skills</p> <p>2.2 Assess personal attributes</p> <p>2.3 Justify own assessment of skills and attributes, to include:</p> <ul style="list-style-type: none"> • strengths and weaknesses • feedback from person supervising 	<p>Assessment includes judgement on level of skills and attributes</p> <p>Assessment tool for skills and personal attributes, e.g.:</p> <ul style="list-style-type: none"> • questionnaire with pre-set grading chart • list with numerical options • online self-assessment tool <p>Justification, i.e.:</p> <ul style="list-style-type: none"> • reasons for self-assessment judgement • confirmation of judgement from tutor/assessor/supervisor

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	2.4 Use assessment of skills and attributes to inform career choice	Person supervising, i.e.: <ul style="list-style-type: none"> • tutor • assessor • supervisor Skills and attributes assessed must result in a decision regarding possible career choice, e.g. teacher of languages (subject-specific) or primary school teacher (group specific)
3 Be able to audit own sector-specific skills relating to career choices	3.1 Research sector-specific skills needed for chosen career 3.2 Describe the relevance of sector-specific skills to a chosen career 3.3 Assess current level of own sector-specific skills	Career choice from LO2 should be used for LO3
4 Be able to plan the development of skills and personal attributes for a career	4.1 Identify skills and personal attributes to be developed for a career 4.2 Produce an action plan to develop skills and attributes for a career, including: <ul style="list-style-type: none"> • sector-specific skills • transferable skills • ways of developing skills and attributes • support needed • resources needed • start, review and target dates • sign-off by tutor/sponsor 4.3 Explain the importance of having an action plan for personal development	The action plan should include SMART targets. Ways of developing skills and personal attributes, e.g.: <ul style="list-style-type: none"> • college courses • part-time or full-time courses • work experience • part-time jobs • short training courses • work shadowing • personal study Sponsor could include assessor, workplace supervisor, manager, mentor. Importance of having an action plan, e.g.: <ul style="list-style-type: none"> • 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, books, journals, etc., might be of help.

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.