Level 2 – Unit 14 Assessing myself for a career

Assessment guidance for centre assessors

Assessment must take place before submitting candidate work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (i.e. ticks and comments). Centre assessors must refer to the Teaching Content contained within the Unit specification. For this unit, centre assessors should refer to the OCR Employability Skills resources on skills and attributes.

Task no	Assessment criteria	Guidance
1a	1.1 Describe a successful businessperson, to include: • age when starting business • business sector • name of business and/or job title • purpose of the business	Candidates must give details of **one** nationally-recognised or internationally-recognised businessperson who is successful in business. Details must include those listed in AC1.1. Two sentences must be used to describe the purpose of the business.
1b	1.2 Explain how sector-specific skills contribute to a businessperson's success	Candidates must identify **two** sector-specific skills which the businessperson identified in AC1.1 possesses. For **each** sector-specific skill, candidates must **explain how** it has contributed to the person's success. A short paragraph is expected.
	1.3 Explain how transferable skills contribute to a businessperson's success	Candidates must identify **two** transferable skills which the businessperson identified in AC1.1 possesses. For **each** transferable skill, candidates must **explain how** it has contributed to the person's success. A short paragraph is expected.

Task no	Assessment criteria	Guidance
	1.4 Explain how personal attributes contribute to a businessperson's success	Candidates must identify **two** personal attributes which the businessperson identified in AC 1.1 possesses. For **each** personal attribute, candidates **must explain** how it has contributed to the person's success. A short paragraph is expected.
	1.5. Identify ways a businessperson's success can be recognised	Candidates must describe **two** different ways in which the person's success has been recognised. Short sentences are required.
2a	2.1 Assess own transferable skills	Candidates must complete a skills audit to identify their own transferable skills. The audit must be completed by the candidate without the help of the tutor/assessor/supervisor. The summary/results of the skills audit should be attached to the evidence booklet and sent to the OCR Moderator. The whole audit should not be sent. Where an electronic audit has been used and printouts cannot be provided, candidates should produce a summary of the outcome which has been authenticated by the tutor/assessor/supervisor.
	2.2 Assess personal attributes	Candidates must complete a skills audit to identify their own personal attributes. The audit must be completed by the candidate without the help of the tutor/assessor/supervisor. The summary/results of the skills audit should be attached to the evidence booklet and sent to the OCR Moderator. The whole audit should not be sent. Where an electronic audit has been used and printouts cannot be provided, candidates should produce a summary of the outcome which has been authenticated by the tutor/assessor/supervisor.

Task no	Assessment criteria	Guidance
2b & c	2.3 Justify own assessment of skills and attributes, to include: • strengths and weaknesses • feedback from person supervising	Candidates must identify their **strongest** transferable skill and their **weakest** transferable skill and give **two** reasons to justify their assessment of **each** skill. Candidates must identify their **strongest** personal attribute and their **weakest** personal attribute and give **two** reasons to justify their assessment of **each** attribute. Candidates must gain feedback on their skills and attributes from their tutor/assessor/supervisor. Written feedback relating to the accuracy of the assessment and reasons for it must be recorded, along with the tutor/supervisor's name and the date of the feedback. The same person may give feedback on both skills and both attributes. Peer assessment is not acceptable.
2d	2.4 Use assessment of skills and attributes to inform career choice	Candidates should make an informed career choice based on their strongest skills and attributes, as identified in AC2.1 and AC2.2. The career choice must be clearly explained.
3	3.1 Research sector-specific skills needed for a chosen career	Candidates must look closely at the sector-specific skills needed for their chosen career (Task 2d, AC2.4). They must identify **four** sector-specific skills which are essential for their career choice.
	3.2 Describe the relevance of sector-specific skills to a chosen career	Candidates must describe why **each** of the **four** sector-specific skills chosen is necessary for their chosen career. Examples given must be specific.

Task no	Assessment criteria	Guidance
	3.3 Assess current level of own sector-specific skills	Candidates must assess their own current level of expertise in **each** of the **four** sector-specific skills. This could be shown by using a numerical grading (1-5) or a written description (Very good/Good/Poor). Candidates should identify their **weakest** sector-specific skill based on their grading.
4a	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 • 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	Candidates must carry forward their **weakest** sector-specific skill, their **weakest** transferable skill and their **weakest** personal attribute (as identified in Tasks 2b and 3) and produce an action plan to develop their areas of weakness. The action plan must relate to the career chosen in AC2.4. The action plan must have a start date, list the skills and attributes to be developed, describe two ways each skill/attribute could be developed, identify persons or organisations who could provide support and list the resources needed. The start date of the plan must be prior to the sign-off date of the unit. There must be one review date (mm/yy) and one target date (mm/yy) for each. The review and target dates could be in the future. Ways of developing the area may be similar, but must show differentiation, eg Career – Further Education Lecturer; Development: PTLLS course and CTLLS course
4b	4.3 Explain the importance of having an action plan for personal development	Candidates must explain why it is important for an individual to have an action. They must use examples to support their explanation. A paragraph is expected, with **at least two** examples, ie the reasons why this is an appropriate choice.