![OCR Oxford Cambridge and RSA logo]

Unit Title:	**Assess myself for work**
OCR unit number:	1
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	R/506/8967

Unit aim and purpose

This unit will provide learners with knowledge of the skills or personal attributes required for work. Learners will be able to identify the level of own skills or personal attributes. Learners will know how to identify skills or personal attributes required for a job and will be able to produce a simple action plan to develop own skills or personal attributes.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
The Learner will: 1 Know skills or personal attributes needed for work	**The Learner can:** 1.1 State skills or personal attributes needed for work	i.e. Skills or personal attributes, e.g. • communication skills • multi-tasking skills • honesty • positivity.
2 Know own level of skills or personal attributes	2.1 Identify own skills or personal attributes	i.e. Own skills or personal attributes, e.g. • using ICT • managing money • hard-working • energetic.
	2.2 Identify current level of own skills or personal attributes	i.e. Identifying current level of own skills or attributes, e.g. • discussion with others • questionnaire with pre-set grading chart • on-line test.
3 Know skills or personal attributes that need to be developed for a specific job of personal interest	3.1 Identify a specific job of personal interest	Jobs, e.g. • receptionist • hairdresser.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.2 Identify skills or personal attributes to be developed for the job	i.e. Skills or personal attributes that are relevant to the specific job, e.g. • a receptionist needs communication skills • a hairdresser needs to be punctual.
4 Be able to plan to develop own skills or personal attributes	4.1 Produce an action plan to develop own skills or personal attributes	i.e. Ways of developing skills or personal attributes, e.g. • school/college courses • work experience. i.e. What is required in an action plan, must include: • what learner will do (to develop skills or personal attributes) • target date(s). A simple action plan can be used, e.g. • a template provided for the learner • a schedule.

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, these are available on the qualification webpage.

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 annotating the candidate work and 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 evidence requirements 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 a pass.

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 2014/15*' for *Notes on Preventing Computer-Assisted Malpractice.*

You should refer to the JCQ document: *Access Arrangement and Reasonable Adjustments 2014-2015* 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 requirements and evidence checklists for each unit

- Delivery guides and lesson elements for each unit

- Administration documents: Submission Cover Sheet

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications 2014/15*' on the OCR website www.ocr.org.uk.