OCR
Oxford Cambridge and RSA

Unit Title:	**Assess myself for a job**
OCR unit number:	9
Level:	1
Credit value:	3
Guided learning hours:	25
Unit reference number:	M/506/8975

Unit aim and purpose

This unit will provide learners with an understanding of job-specific skills or personal attributes required for success in working life. Learners will be able to carry out an assessment of the level of their own skills or personal attributes. Learners will know how to identify specific skills or personal attributes for a job and be able to produce an 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 Understand job-specific skills or personal attributes needed for working life	**The Learner can:** 1.1 Explain why job-specific skills or personal attributes are needed in working life	i.e. Job-specific skills or personal attributes that are needed, e.g. • an administrator can use the photocopier to produce legible copies • a retail worker can operate tills efficiently • an estate agent can estimate the value of property • an actor is confident • a nurse is caring • a builder is motivated.
2 Be able to assess level of own skills or personal attributes	2.1 Identify own skills or personal attributes	i.e. Skills or personal attributes, e.g. • decorating cakes • handling money • problem-solving • good team player • assertive • caring person.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	2.2 Assess current level of own skills or personal attributes	i.e. Methods of assessing own skills or personal attributes, e.g. • discussion with others • questionnaire with a pre-set grading chart • list with grading options (very good, good, needs improvement).
	2.3 Explain own assessment of skills or personal attributes	Explanation should give reasons for the assessment of skills or personal attributes, e.g. • favourable comments from tutors/peers • qualifications gained.
3 Know specific skills or personal attributes that need to be developed for a job	3.1 Identify own skills or personal attributes that need development for a specific job	i.e. Skills or personal attributes must be relevant to the specific job, e.g. • a joiner must be able to work out measurements/angles and pay attention to detail • a hairdresser must be able to listen to people and be punctual.
4 Be able to produce an action plan to develop own skills or attributes for a job	4.1 Produce an action plan to develop own skills or personal attributes	i.e. Ways of developing job-specific skills or personal attributes, e.g. • personal study • work experience • school/college courses. i.e. What is required in an action plan, to include: • date of plan • actions to be taken (to improve skills or personal attributes) • review date/s • target date/s.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
		An action plan can be: • a template provided for the learner • a schedule. Start, review and target dates must be realistic.

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.