Unit Title:	**Preparation for work**
OCR unit number:	N16
Life and Living Skill Area:	World of Work
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will:	**The Learner can:**	
1 Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need	The learner will outline some personal skills and qualities which employees require. To demonstrate this knowledge the learner could consider employee personal skills/qualities in group or one to one discussions; could respond to role play/audio or audio visual recordings of positive qualities and skills shown by employees; could identify the personal and qualities of someone they admire in a workplace and describe them.
	1.2 Identify how their own skills and qualities compare with the skills and qualities employees need	The learner will find out about their own skills and qualities and compare them with the skills and qualities found in task 1.1. For example the learner could: discuss their skills and qualities with a supervisor, tutor, careers guidance officer or other responsible person; complete a simple personal qualities and skills survey and compare the results; examine a recent event and decide what personal skills and qualities they used and compare these with the list in 1.1. Information to support

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Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		finding own personal skills and/or qualities will be provided in a format accessible to the learner including text based, Braille, audio recording, interpreted and spoken etc.
	1.3 Identify areas for development	Following on from the comparison task in 1.2, example tasks could include: the learner outlines areas where they can develop their skills such as the learner decides employees need to be punctual and plans how to improve their own timekeeping. Other activities could include taking part in a question/answer interview to identify areas, or making a simple list.
2 Investigate personal career opportunities	2.1 Find out about potential job roles which interest them	The learner will explore job roles which interest them. Learners can be encouraged to think about their hobbies and interests when thinking about jobs they may like to do. Learners may choose these roles from a given list of straightforward job descriptions, simple newspaper and/or online job advertisements, short job centre vacancy descriptions and/or straightforward careers guidance information. Job role information will be provided in a format accessible to the learner including text based, Braille, audio recording, signed and spoken formats etc.
	2.2 Identify a suitable potential job role	The learner will identify a suitable job role. The learner can be encouraged to consider the following points: how their own personal skills/qualities match the job; if the job interests them; whether the job is in a suitable location. Learners may choose a job role from a given list of simple job descriptions, straightforward newspaper and/or online job advertisements, short job

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		centre vacancy descriptions and/or supported careers guidance information etc.
	2.3 Prepare key personal information needed to apply for the job role	The learner prepares key information they would use to apply for the job role identified in assessment criteria 2.2. The learner may produce a simple personal statement, simple curriculum vitae, letter of application, transcript for a telephone conversation etc.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

This unit will be assessed at Entry Level 3 and the methods of assessment will be appropriate to the learner's assessment and learning needs. To meet the assessment criteria the learner will demonstrate that all of the criteria have been met.

Assessment materials and information may be presented in a variety of formats appropriate for the learner and their assessment/educational/workplace environment. For example: text-based, computer, adapted technology, Braille, audio and audio/visual, photographs, spoken, signed/interpreted, Braille, diagrams and raised diagrams etc formats. This list is not exhaustive

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only; learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

This unit aims to encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application. It is suggested that learners are provided with support to obtain information about their personal skills and qualities from people with recognised expertise such as tutors, teachers, supervisors and careers guidance professional or professionally recognised surveys to provide supportive feedback.

It is noted that the learner's welfare should be ensured at all times and appropriate guidance/supervision given about providing personal information to people you do not know particularly in online/web based environments.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.