

Unit Title: Developing self awareness: all about me

OCR unit number: M2

Life and Living Skill Area: Personal Skills

Level: Entry 1

Credit value: 3

Guided learning hours: 30

Unit purpose and aim

This unit aims to provide the learner with the opportunity to have recognised their achievements in relation to developing self-awareness.

This unit spans a range of achievement for learners working at the 'Early Awareness' to 'Application' stages of the Entry 1 Achievement Continuum.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Be aware of their relationships with others	The Learner can: 1.1 Recognise how they relate to others	<ul style="list-style-type: none"> Showing that they are aware of others by attending briefly to them, for example, a tutor/carers greeting them; a lunchtime helper giving a drink Showing recognition of familiar people in their lives, for example, recognising a photograph of a sibling; gesturing towards a friend who they haven't seen for a few days Recognising their own diverse individual relationships, for example, the differences in how they might relate with their parents and adults in their centre; their friends and a learner in another centre
2 Be aware of themselves as an individual	2.1 Recognise what makes them individual	<ul style="list-style-type: none"> Showing that they are aware of an experience individual to them, for example, reacting to sleeping in a different environment during a residential overnight by remaining wakeful Indicating recognition of an

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
	2.2 Express their individuality	<p>object which is personal to them, for example, touching/feeling their object of reference name</p> <ul style="list-style-type: none"> • Recognising how they are an individual, for example, their own likes and dislikes; things that they are good at • Expressing their emotions as a response, for example, withdrawing their hand or vocalising in response to feeling something cold • Communicating their own preferences, for example, what they would like to eat; who they would like to sit next to • Communicating what is important to them, for example, using a communication aid/signing to state that they do not want to complete an activity; stating that they would like to help a peer go shopping.

Assessment

Assessment of this unit must make use of the Entry 1 Achievement Continuum. Assessors will be required to indicate the stage on the continuum at which the learner has achieved the learning outcome.

This unit spans a range of achievement from the **early awareness** to **application** stages of the Achievement Continuum. It may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The examples provided above are just that: learners may demonstrate their ability to meet the criteria in many other ways. Learners are not expected to undertake all these activities in order to meet the assessment criteria.

Evidence requirements

Candidates must show that they can recognise achievements in relation to developing self-awareness this will be reflected in their Record of Assessment and Evidence.

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, must be submitted for moderation.

Additional information

The following documents must be used to record candidate evidence and their level of achievement on the Entry 1 Achievement Continuum:

- Entry 1 Achievement Continuum
- Record of Assessment and Evidence