

<b>Unit Title:</b>	<b>Managing Personal Development</b>
OCR unit number	23
QN number	Y/602/0400
Level:	2
Credit value:	3
Guided learning hours:	20

## Unit purpose and aim

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This unit provides the learner with the knowledge and understanding of the importance of planning development activities to meet the skills and knowledge needs of own job role and to improve work performance.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Know how to assess own development needs</p>	<p><b>The Learner can:</b></p> <p>1.1 outline the knowledge required for a given job role</p> <p>1.2 identify the skills required for a given job role</p> <p>1.3 describe how to conduct a skills audit</p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• gaining knowledge from sources such as job descriptions and person specifications</li> <li>• clarifying and confirming work objectives with line management</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• the importance of looking to the future and planning ahead</li> <li>• principles of job analysis</li> <li>• using reference sources such as person specification, job description etc</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• conducting a skills audit through               <ul style="list-style-type: none"> <li>- accessing feedback on personal performance and skills</li> <li>- self-assessment and the tools available</li> <li>- evaluating personal performance</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> <li>- identifying knowledge and skills gaps</li> </ul>
<p>2 Understand ways to improve own performance</p>	<p>2.1 compare the benefit of different development activities</p> <p>2.2 describe the importance of using feedback</p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• development activities that might be available, such as formal training, work shadowing, job rotation etc</li> <li>• availability of resources, for example financial, technical, physical</li> <li>• assess the impact of development activities in achieving / not achieving targets and objectives</li> <li>• personal learning style and preferences</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• how our personal perceptions of ourselves can sometimes be inaccurate</li> <li>• the benefit of others' experience when reviewing own performance</li> <li>• identifying personal objectives</li> <li>• identifying progression towards objectives and agreeing the action needed to overcome any difficulties</li> </ul>
<p>3 Know how to prepare a personal development plan</p>	<p>3.1 describe how to prepare a personal development plan</p> <p>3.2 describe the importance of setting work objectives</p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• purpose of a personal development plan (PDP) and what should be included</li> <li>• Why it is important to take account of personal preferences and aspirations when preparing a PDP</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• how and why to set SMART objectives (specific, measurable, achievable, realistic and time-bound)</li> <li>• potential impact on an organisation when employees are capable of achieving work objectives</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	3.3 outline the importance of setting personal objectives	<ul style="list-style-type: none"> <li>• potential impact on an individual's career when work objectives are achieved, or not achieved</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• how and why to set SMART objectives (specific, measurable, achievable, realistic and time-bound)</li> <li>• how setting personal objectives encourages achievement</li> <li>• an understanding of 'work/life balance'</li> </ul>

## Assessment

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This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

## Evidence requirements

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In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of managing personal development, as detailed in the 'Teaching Content' section of the unit.

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

## Guidance on assessment and evidence requirements

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**If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:**

- providing in depth, one to one feedback
- encouraging group discussion during which learners give each other feedback (this would need to be carefully managed by the teacher/tutor)

- the use of self-evaluation tools or questionnaires which learners can complete and reflect on
- engaging learners in researching different forms of personal development plans (PDPs) and comparing and contrasting the advantages and disadvantages of these
- providing a suitable template for a PDP and asking learners to complete this

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 Learners could be asked to identify a suitable job vacancy, analyse the requirements of the role and assess their own personal suitability for the role. The outcomes of the analysis could be used to meet assessment criteria 1.1 and 1.2. If, based on this experience, learners were then asked to complete a reflective journal, this could be used to meet the requirements of assessment criteria 1.3.

LO2 This LO could be used to encourage self-reflection and develop personal understanding. Working in groups, learners could be asked to assess their experiences during the course and the suitability of the course in respect of their learning styles and objectives. They could give each other supportive feedback and identify ways of enhancing their personal contribution during group activities. A detailed template could be provided to enable learners to capture and record the outcomes of group discussions (this would be particularly valuable if it were completed towards the end of the course).

LO3 Learners could be provided with a detailed PDP template. Using the SMART objective setting formula they could create a substantial plan for the next twelve months. In support of the PDP they could be asked to retain the outcome of their research, such as job searches, availability and cost of training, etc. Teachers/tutors could give feedback and guidance during one to one tutorials. This would be particularly valuable if it were outlined at the start of the course, regularly reviewed and completed towards the end of the course. If appropriate, it could be linked to the learner's overall Apprenticeship Programme.

**If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:**

- personal statements
- recorded question and answer sessions with assessor
- case studies, endorsed by someone from within the workplace who can attest to the accuracy
- outcomes from real work activity such as job descriptions, personnel specifications, gap analyses, individual training or personal development plans, minutes of performance review meetings, etc.

## National Occupational Standards (NOS) mapping/signposting

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**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
MSC	A1	Manage personal development*

\* indicates partial coverage of the National Occupational Standard

## Functional skills signposting

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This section indicates where learners 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

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- Stationery or a CD-rom.
- Access to a photocopier, PC and printer is desirable but not essential.
- Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but learners are not expected to reproduce other people's written work.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .