

## Unit 47 - Skills for Personal Success

### Overview

**Skills for personal success** at Entry Level 3 requires the candidate to understand the behaviours that influence the outcomes of situations. They need to be able to understand the overall impact of people on others around them. They need to demonstrate that they can change their behaviours to suit the people around them. They need to understand how their behaviour has an affect on their own success.

#### **A work activity will typically be 'straightforward or routine' because:**

The task or context will be familiar and involve few variable aspects. The techniques used will be familiar or commonly undertaken.

**Example of context** – Make a simple report on personal success factors.

### Assessor's guide to interpreting the criteria

#### *General Information*

#### **QCF general description for Level 1 qualifications**

- Achievement at RQF entry level 3 (EQF Level 1) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well- defined, routine tasks. Be aware of information relevant to the area of study or work
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

#### **Requirements**

- Standards must be confirmed by a trained Level 1 Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the online mark book on the INGOTs.org certification site.
- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and online work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.
- When the candidate provides evidence of matching all the criteria to the specification, subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.
- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.
- Each unit at Level 1 has recommended 40 guided learning hours based on time required to complete by an average learner.

### Assessment Method

Assessors can score each of the criteria N, L, S or H. N indicates no evidence and it is the default setting. L indicates some capability but some help still required to meet the standard. S indicates that the candidate can match the criterion to its required specification in keeping with the overall level descriptor. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full unit award. Once the candidate has satisfied all the criteria by demonstrating practical competence in realistic contexts they achieve the unit certificate.

### Expansion of the assessment criteria

## 1. The candidate will know how behaviours influence different situations

### 1.1 I can list different situations where behaviours change

Candidates should be able to list a few situations to show they understand that behaviour changes based on what is happening around

**Evidence:** Documentation in portfolios, assessor observations.

#### Additional information and guidance

Most of us change what we are doing based on where we are. The behaviour we show at home to our family is not the same one we show to strangers or at work. Candidates need to give a few similar examples.

### 1.2 I can give examples of positive behaviour in given situations

Candidates should be able to define the term

**Evidence:** Documentation in portfolios, assessor observations.

#### Additional information and guidance

What makes for positive behaviour? if you are part of a sports team, it would be encouraging other players to play to their best ability and supporting them when they make mistakes. If you are going for a job interview it is believing that you are the right person for the job and being confident in your abilities.

## 2. The candidate will know how behaviours impact others

### 2.1 I can describe how verbal communication influences given situations

The candidate will be able to describe the influence of communication

**Evidence:** From portfolios, local testing, assessor observations

#### Additional information and guidance

Good public speakers can expect to get paid a great deal of money for talking to different audiences to try to convince them of an argument or to buy some product. There are a number of situations that can be described where the right sort of verbal communication would help, such as encouraging someone who is feeling low after their exams or explaining to someone why you think a product is good for their needs.

### 2.2 I can describe how non-verbal communication influences given situations

The candidate will be able to describe how this influences outcomes

**Evidence:** From portfolios, local testing, assessor observations

### **Additional information and guidance**

Non-verbal communication is just as powerful at transmitting a message as verbal communication. Many of us feel threatened by some non-verbal behaviour or feel supportive when we see someone whose body language shows that they are down and need support.

### **2.3 I can describe appropriate dress for given situations**

The candidate will be able to describe appropriate dress

**Evidence:** From portfolios, local testing, assessor observations

### **Additional information and guidance**

Many places, such as work or school, have a dress code. In many cases, men are expected to wear suits and ties (though not so much ties these days) and women smart clothes. What sort of clothes might be suitable for occasions such as weddings, funerals or perhaps laying a wreath at the Cenotaph.

### **2.4 I can describe how my own behaviour impacts on others**

The candidate will be able to describe how they can influence others

**Evidence:** From portfolios, local testing, assessor observations

### **Additional information and guidance**

In many instances, the type of behaviour you adopt will have an impact on those around you, especially if you are in a position of power or influence. If you are somber, then others will adopt the same behaviour or if you are happy, chances are most of the people around you will also be that way.

## **3. The candidate will know strategies that can be used to modify behaviour in different situations**

### **3.1 I can identify techniques to manage different types of behaviours in self**

The candidate will be able to show they understand these basic techniques

**Evidence:** From portfolios, local testing, assessor observations

### **Additional information and guidance**

The main focus here is on control. Laughing at a funeral is obviously not a good behaviour, though it may depend on the funeral and might be part of the expectation. If someone is upset, they can do some deep breathing and relaxation techniques to try and calm themselves. One well known "trick" to prevent nerves when public speaking is to "picture the audience naked". This is supposed to distract from the reason you are nervous and help you focus on just doing your talk.

### **3.2 I can identify techniques to respond to different types of behaviours in others**

The candidate will be able to discuss some techniques they use

**Evidence:** From portfolios, local testing, assessor observations

### Additional information and guidance

Candidates should be able to give a few examples of what they use. For example, they may need to work hard to show they are interested in a conversation by nodding and showing interest, even if they have little or no real interest.

### 4. The candidate will know how personal behaviour affects personal success

#### 4.1 I can list behavioural factors that contribute to personal success

The candidate will be able to give some examples of behaviours that have helped them

**Evidence:** From portfolios, local testing, assessor observations

### Additional information and guidance

Candidates need to give some examples of occasions where their understanding and use of modifying behaviours has helped them in some way. For example, they may have perfected how to be confident in public and therefore been asked to do speeches for others. They may have shown some good skills at leadership so are often asked to chair meetings.

### Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate guided by the above guidance. Criteria should be interpreted in the context of the general descriptors of RQF Level 1 qualifications. They should make notes of any significant issues for any candidate and be in a position to advise candidates on suitable routes for progression. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound. In the event of missing evidence, the assessor will be requested to gather appropriate information before the award can be made.

**Source URL:** <https://theingots.org/community/emel3u47x>