



**Life and Living Skills  
Sample Learner Portfolios  
December 2014**

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## INTRODUCTION

This resource is a selection of Record of Assessment and Evidence forms for the units listed below.

A6 – Displaying an art or craft product  
A8 – Making an art or craft product  
B7 – Developing communication skills  
D10 – Following a simple recipe  
D12 – Shopping for daily living  
D16 – Basic food preparation  
F12 – Introduction to using ICT systems  
F16 – Communicating information using ICT  
K2 – Using office equipment in a business environment  
M13 – Developing self  
M26 – Introduction to diversity, prejudice and discrimination  
N9 – Preparation for work

These forms demonstrate:

- a range of assessment methods
- some common errors
- the quality and quantity of evidence records
- ways centres could evidence assessment criteria.

The aim is to highlight how the forms should be completed and common errors that are made.

Sample learner evidence has also been provided for some of these units.

We have also written a Guide to Writing Assignments. You may find it useful to use this alongside these example portfolios.



## RECORD OF ASSESSMENT AND EVIDENCE - A6 E2

Unit title	Displaying an art or craft product	Entry level	Entry 2
Life & Living skill area	Arts and Crafts	Credit value	2
OCR unit no	A6	QCF unit ref	K/601/9834

Centre name	OCR Academy	Centre no	OCR000
Learner name	Christopher Wright	QCF ULN	CW0001

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block;">             Oops! The method of assessment boxes have not been ticked.           </div>		
LO1	<b>The learner will know how to exhibit an art or craft product</b> <b>AC The learner can:</b> 1.1 Identify resources needed to display an art or craft product 1.2 Identify an area in which to exhibit an art or craft product	
LO2	<b>The learner will be able to exhibit an art or craft product</b> <b>AC The learner can:</b> 2.1 Select resources needed to present an art or craft product 2.2 Use selected resources to present an art or craft product 2.3 Exhibit an art or craft product within an appropriate area	

### Record of Evidence

<b>Description of what was observed.</b> The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.
<p>AC 2.2 – I observed Christopher putting the 'Worlds best classical music' CD into the CD player and press play, so that people could enjoy the music while they looked at his painting. He made sure that the volume was at an appropriate level. I also observed Christopher plug in the desk light and adjust it so that the light was shining on his painting. He certainly made sure that the atmosphere was pleasant and that people's attention was drawn to his artwork.</p> <p>AC 2.3 – I observed Christopher putting a large piece of card on the wall, adding a border and pinning up his painting. He put the work up in the middle of the main wall where people would be able to gain easy access to it.</p>
<b>Observer's name:</b> Rosalind Ali
<b>Signature:</b> <i>Rosa Ali</i>
<b>Date:</b> <div style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block; margin-left: 20px;">       Oops! The observer has not dated the record.     </div>
<div style="border: 1px solid green; border-radius: 10px; padding: 5px; display: inline-block; margin-left: 20px;">       Well done! All AC are clearly linked to the evidence. The evidence is detailed and individualised.     </div>

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 1.1 – I asked Christopher what resources he would need to display his painting. He said 'I will need a large piece of coloured paper and some rolls of border'.

AC 1.2 – Jerry (classroom learning assistant) asked Chris where he would like to show his painting. Chris said 'I would like to put my painting on the wall in the quiet room'.

Well done! All AC are clearly linked to the evidence. The evidence is detailed and individualised.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

AC 2.1 Select resources needed to present an art or craft product - see attached worksheet.

Well done! This identifies where the evidence can be located.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Assessor name:** Rosalind Ali

**Assessor signature:** *Rosa Ali*

**Date:** 14 November 2014

Well done! This section is SIGNED and DATED.

**AC 2.1 Select resources needed to present an art or craft product**

Name: Christopher Wright

Write down two resources that you needed to show your artwork.

1. i choosed a carm piece of music to play while peple looked at my painting.
2. I got an desk lite from Annes ofice to shine onto my painting.

Well done! This is a good piece of learner work. It is clearly linked to the AC. The assessor has verified that it is the learner's own work.

NB. English is not being assessed, so the spelling, punctuation and grammar errors are acceptable. The work is legible.

Date: XX/XX/XXXX

I verify that this is Christopher Wright's own work – *E. Jones*



## RECORD OF ASSESSMENT AND EVIDENCE - A8 E3

Unit title	Making an art or craft product	Entry level	Entry 3
Life & Living skill area	Arts and Crafts	Credit value	2
OCR unit no	A8	QCF unit ref	A/601/9885

The centre name section has not been completed.

Centre name		Centre no	OCR000
Learner name	Natoma Redhead	QCF ULN	NR0002

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate)		Tick
<ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
LO1	<b>The learner will be able to select items needed to make an art or craft product</b> <b>AC The learner can:</b> 1.1 Organise resources needed to make the product 1.2 Prepare work area	
LO2	<b>The learner will be able to make the art or craft product</b> <b>AC The learner can:</b> 2.1 Make the art or craft product using the required materials	
LO3	<b>The learner will be able to make the art or craft product</b> <b>AC The learner can:</b> 3.1 Work in a way that minimises risks to self and others 3.2 Wear the appropriate personal protective equipment (PPE) 3.3 Use tools and equipment safely and effectively	

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

I observed Natoma collecting resources needed to make a rainbow wind-chime. She laid the resources on the work area. She put out different coloured paints, sticks and coloured wool.

Natoma put newspaper on the work area to make sure that she did not get any paint on the surface. She made sure the area was clean before she started making her product.

Natoma made her rainbow wind chime by painting the sticks, attaching them to the coloured wool using screw hooks and then fixing each of them to a wooden bar.

The evidence is detailed and individualised. Plural words in the AC have been evidenced.

The evidence shows that the learner has met the AC for 1.1, 1.2 and 2.1, but the assessor has not linked it to the AC.

**Observer's name:** Ronda Smith

**Signature:** *Ronda Smith*

**Date:**

The assessor has not completed the date section.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

I asked Natoma how she made sure that she and others were safe. She said 'I made sure the work table was tidy, so that no-one would trip over anything and I attached the screw hooks carefully.'

I asked her if she wore any PPE and she said 'I wore an apron and rubber gloves so that I did not get paint on my clothes or my hands.'

I asked her how she used the tools and equipment safely and effectively and she said 'I kept the windows open because of the paint fumes. I made sure the paint dried before attaching the screw hooks to the sticks. I was careful when I attached the screw hooks so I did not hurt myself. I held the sharp point of the scissors towards myself so that I did not hurt anyone in my group.'

The evidence is detailed and individualised. Plural words in the AC have been evidenced.

The evidence shows that the learner has met the AC for 3.1, 3.2 and 3.3, but the assessor has not linked it to the AC.



**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

AC 2.1 – Natoma made a lovely rainbow wind chime to take home and put in her garden. She used sticks, paint, screw hooks, wool and a wooden bar.

The detailed and individualised evidence shows that the learner met the AC. The AC has been clearly linked. Plural words in the AC have been evidenced.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** R. Smith

**Signature:** *Ronda Smith*

**Date:** ←

The assessor has not completed the date section.

The assessor has completed this section correctly.



## RECORD OF ASSESSMENT AND EVIDENCE - B7 E1

Unit title	Developing communication skills	Entry level	Entry 1
Life & Living skill area	Communication	Credit value	3
OCR unit no	B7	QCF unit ref	F/502/4317

Centre name	OCR Academy	Centre no	OCR000
Learner name	Zahra Khan	QCF ULN	ZK0002

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block; margin: 5px;">             Oops! The method of assessment boxes have not been ticked.           </div>		
LO1	<b>The learner will listen and respond to other people</b> <b>AC The learner can:</b> <b>1.1</b> Show understanding in his/her response to what they have heard	
LO2	<b>The learner will speak (or use other means) to communicate with other people</b> <b>AC The learner can:</b> <b>2.1</b> Use words, signs, phrases, objects or symbols to communicate	
LO3	<b>The learner will engage in discussion with other people</b> <b>AC The learner can:</b> <b>3.1</b> Share ideas or preferences with others	

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

When Zahra arrived at the centre I asked her if she could take of her coat. She took off her coat and hung it on her peg. We both went into the kitchen and I then asked Zahra if she would like a drink and she nodded and pointed to the orange juice.

**Observer's name:** Paul Smith

**Signature:** *P.J. Smith*

**Date:** 14 November 2014

The AC (1.1) has not been linked to the witness/evidence statement.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.1 – Zahra and I visited a café and I asked her what she would like to eat. Zahra said 'I would like chocolate cake!' She became very excited!

AC 3.1 – When we were planning a film afternoon, Zahra and Daniel talked about which film they would like to watch. Daniel wanted to watch Shrek, but Zahra wanted to watch The Lion King – she said 'I like the songs.' They talked about what food they like to eat when they watch films at home. Zahra said 'I love popcorn!'

AC identified and clearly linked.  
Evidence is detailed and individualised.  
Plural words in the AC (2.1 and 3.1) have been identified and evidenced fully eg words, etc/ideas or preferences).

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

Not applicable.

No discussions/questions and answers have taken place so this box has been correctly left blank.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** R. Smith

**Signature:** *Ronda Smith*

**Date:**

**Achievement continuum stage:** 10 - Application

For further details refer to E1 achievement continuum.

The achievement continuum stage descriptor for this stage matches the evidence provided.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Assessor name:** Paul Smith

**Assessor signature:** *P. J. Smith*

**Date:** 14 November 2014

Well done!  
The Observer/Assessor has signed and dated all relevant sections in the record.



## RECORD OF ASSESSMENT AND EVIDENCE - D10 E2

Unit title	Following a simple recipe	Entry level	Entry 2
Life & Living skill area	Home Management	Credit value	3
OCR unit no	D10	QCF unit ref	J/601/9842

Centre name	OCR Academy	Centre no	OCR000
Learner name	Hattie Edwards	QCF ULN	HE0004

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block;">This section has not been completed</div> <span style="font-size: 2em; color: red;">→</span>		
<b>LO1</b>	<b>The learner will know how to select a simple recipe</b> <b>AC The learner can:</b> 1.1 Identify a simple recipe for specific food	
<b>LO2</b>	<b>The learner will be able to follow a simple recipe</b> <b>AC The learner can:</b> 2.1 Organise ingredients for recipe 2.2 Organise equipment for recipe 2.3 Follow instructions to cook recipe 2.4 Keep kitchen clean when cooking	
<b>LO3</b>	<b>The learner will know basic safety rules to ensure that food preparation is safe</b> <b>AC The learner can:</b> 3.1 Outline impact of not keeping kitchen clean when cooking 3.2 Identify risks when preparing food	

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.1 I observed Hattie looking at the recipe and finding the ingredients. She took tomato and basil sauce and mature cheddar from the fridge. She went to the store cupboard and took out a pizza base.

AC 2.2 Hattie got an oven tray from the drawer, a knife from the knife block and a chopping board from the shelf.

AC 2.3 Hattie constantly looked at the recipe to ensure that she was following the instructions carefully. She smoothed the tomato and basil sauce on the pizza base and then added her grated mature cheddar.

AC 2.4 Hattie wiped down the work surfaces throughout the cooking process and washed the equipment as she went along.

**Observer's name:** Marisa Wright

**Signature:** *M. Wright*

**Date:** 10 November 2014

AC links identified. The evidence is detailed and individualised. Plurals in the AC have been evidenced.

The observer has signed and dated the record as required.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

See attached sheet – evidence for AC 1.1, 3.1 and 3.2

This identifies where the evidence can be located. The AC has been linked.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** R. Smith

**Signature:** *Ronda Smith*

**Date:** 14 November 2014

This section has been completed correctly.

Name: Hattie Grace Edwards

What recipe have you chosen?

Cheddar Cheese and Tomato Pizza

What would happen if you did not keep the kitchen clean?

Diseases could spread

What **two** things could go wrong when preparing food?

You could cut your finger on a knife.

You could slip on a wet floor.

The words 'What two things...' ensures that the learner meets the AC fully. The AC states 'Identify risks...' which means that the learner must identify more than one risk.

The assessor has not provided verification that this is the learner's own work.

AC links provided.

AC 1.1, 3.1 and 3.2



## RECORD OF ASSESSMENT AND EVIDENCE - D12 E2

Unit title	Shopping for daily living	Entry level	Entry 2
Life & Living skill area	Home Management	Credit value	3
OCR unit no	D12	QCF unit ref	T/601/2188

Centre name	OCR Academy	Centre no	OCR000
Learner name	Rowena Harris	QCF ULN	RH0005

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block; color: red; font-weight: bold;">             Oops! The method of assessment boxes have not been ticked           </div>		
<b>LO1</b>	<b>The learner will be able to prepare for a shopping trip to buy items for daily living requirements</b> <b>AC The learner can:</b> <ol style="list-style-type: none"> <li>1.1 Identify items which need to be bought regularly for daily living requirements</li> <li>1.2 Identify shops to be visited to buy items for daily living requirements</li> <li>1.3 Decide on the order in which to visit the shops</li> <li>1.4 Give reasons for choice of mode of travel to the shops</li> <li>1.5 State how much money will be needed</li> </ol>	
<b>LO2</b>	<b>The learner will be able to buy items for daily living at the shops according to plan</b> <b>AC The learner can:</b> <ol style="list-style-type: none"> <li>2.1 Demonstrate appropriate behaviour while buying chosen items</li> <li>2.2 Use appropriate communication skills when buying items</li> <li>2.3 Pay for items using cash up to £10</li> <li>2.4 Count change accurately following transactions</li> </ol>	

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.1 I observed Rowena find the till, queue up sensibly and wait to pay for items, such as teabags in the corner shop, soap in the chemist and cheese in the delicatessen.

AC 2.2 Rowena made good eye contact with the assistant in the chemist and the assistant in the post office. She made verbal requests, such as "How much will that be?" and 'Can I pay for this please'.

AC 2.3 She paid for all the items using cash up to £10. For example, she used a two-pound coin to pay for cheese and a five-pound note to pay for stamps.

AC 2.4 She estimated that she would need 50p change from paying for the cheese and £1.50 change from paying for five stamps.

**Observer's name:** Chris Saunders

**Signature:**

**Date:**

The observer has not signed or dated the record.

AC links have been recorded. The evidence shows how the learner met the AC. Plurals have been taken into consideration.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.4 – I asked Rowena how she would travel to the shops that she had identified in AC 1.2. She stated 'I would walk to the shops because the shops are all close by and I like walking.'

The AC has been linked. The learner has clearly met the AC.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

See attached

AC links have not been recorded.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** Brian Noonan

**Signature:** *B. Noonan*

**Date:** 14 November 2014

The assessor has signed and dated the record.



AC 1.1, 1.2, 1.3, 1.5

My name is... Rowena Harris

The AC has been clearly identified.

Write down five items that need to be bought regularly for daily living.

1. Soap
2. Bred
3. Teabags
4. Stamps
5. Cheese

Write down the shops you need to visit to buy these items.

Chemist

Baker

Corner shop

Post office

deli

The learner has met the AC. Plural words in the AC have been taken into consideration.

Write down the order that you need to visit the shops in.

1. Chemist
2. Post office
3. Corner shop
4. deli
5. baker

Any spelling or punctuation errors can be ignored, as English skills are not being assessed in this unit. The learner's work is legible.

State how much money will be needed.

Soap - 1.00

Bred - 1.50

Tea - 2.00

Stamps - 3.50

Cheese - 1.50

TOTAL - 9.50

I need take £10 with me.

The assessor has not verified that this is the learner's own work.



## RECORD OF ASSESSMENT AND EVIDENCE - D16 E3

Unit title	Basic food preparation	Entry level	Entry 3
Life & Living skill area	Home Management	Credit value	2
OCR unit no	D16	QCF unit ref	J/600/0711

Centre name	OCR Academy	Centre no	OCR000
Learner name	Fiona Gillott	QCF ULN	FG0006

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block; background-color: #f0d0d0;">             The boxes have not been accurately completed.           </div>		
<b>LO1</b>	<b>The learner will be able to prepare food for cold presentation or cooking</b> <b>AC The learner can:</b> <ol style="list-style-type: none"> <li>1.1 Select the correct ingredients for basic dishes</li> <li>1.2 Choose the correct equipment and handle safely and hygienically</li> <li>1.3 Prepare food items for cold presentation or cooking safely and hygienically</li> <li>1.4 Set aside or store prepared food items ready for use according to instructions</li> <li>1.5 Clean work areas and equipment safely and hygienically during and after preparing food</li> </ol>	

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.2 Fiona washed her hands. Then she got a chopping board, a knife, an oven tray and a cheese grater from the store cupboard. She made sure that they were all clean before she used them. She made sure that knife was safely stored in the knife holder when not in use. She was careful not to catch her fingers on the cheese grater.

AC 1.3 Fiona washed the tomatoes, the lettuce and the potato. She chopped the tomatoes carefully with the knife and placed it back in the knife holder when it was not being used.

AC 1.5 Fiona wiped down the work surfaces during and after preparing the dishes. She wore washing up gloves to protect her hands from the hot water. She also wore gloves when she washed the cheese grater in hot water and when she washed the knife in between tasks.

**Observer's name:** Jon O'Donnell

**Signature:** *Jonathan O'Donnell*

**Date:** 14 November

The statements provide detailed and individualised evidence to show that the learner met the AC. Plural words in the AC have been evidenced fully, eg food items. The observer has signed and dated the record.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

Not applicable

No discussions/questions and answers have taken place so this box has been correctly left blank.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

AC 1.1 – please see the attached work (Page 1) completed by Fiona.

AC 1.4 - please see the attached work (Page 2) completed by Fiona.

The assessor has clearly stated where the evidence can be found.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** Zara Dashwood

**Signature:** *Zara Dashwood*

**Date:** 14 November 2014

The assessor has signed and dated the record.

Page 1 AC 1.1 – Select the correct ingredients for basic dishes

### Unit 16 - Basic food preparation

Name: Fiona Gillott

Date: XX/XX/XXXX

Write down **TWO** dishes that you are going to make.

Cheesy Jacket Potato

Chicken salad

It has been made clear to the learner that 'dishes' and 'ingredients' are plural words.

Make a list of ALL of the ingredients that you will need to make these dishes.

Chesse

Jacket Potato

Buter

Cooked chicken

Lettuce

Tomatos

English is not being assessed, so the spelling errors are acceptable. The work is legible.

There is no verification that this is the learner's own work.

Page 1 AC 1.1 – Select the correct ingredients for basic dishes

Follow these instructions and tick the boxes when you have done the tasks.

When you have chopped the food for your salad, you must:

1. Place the food in a bowl
2. Cover the bowl with cling film
3. Place the bowl in the fridge

This is how to store salad ready for eating!

I confirm that I saw Fiona carry out the three tasks detailed above. She ticked to boxes as she carried out the tasks. Well-done Fiona!

Zara Dashwood 14 November 2014

The assessor has verified the learner's work and stated that she witnessed the tasks being carried out.



## RECORD OF ASSESSMENT AND EVIDENCE - F12 E3

<b>Unit title</b>	<b>Introduction to using ICT systems</b>	<b>Entry level</b>	<b>Entry 3</b>
<b>Life &amp; Living skill area</b>	<b>ICT</b>	<b>Credit value</b>	<b>3</b>
<b>OCR unit no</b>	<b>F12</b>	<b>QCF unit ref</b>	<b>T/504/4984</b>

<b>Centre name</b>	OCR Academy	<b>Centre no</b>	OCR000
<b>Learner name</b>	Karim Mahmood	<b>QCF ULN</b>	KM0007

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block; background-color: #f8d7da;">             Oops! The method of assessment boxes have not been ticked           </div>		
<b>LO1</b>	<b>The learner will recognise the main components of ICT systems</b> <b>AC The learner can:</b> 1.1 Identify the main hardware components of ICT systems	
<b>LO2</b>	<b>The learner will operate an ICT system</b> <b>AC The learner can:</b> 2.1 Start up and shut down an ICT system using the correct procedures for that system 2.2 Use ICT hardware components 2.3 Use one example of removable media	
<b>LO3</b>	<b>The learner will understand safe and secure working practices</b> <b>AC The learner can:</b> 3.1 Operate an ICT system using recommended safe working practices 3.2 Use a password and state how you keep it secure	
<b>LO4</b>	<b>The learner will use a software application package</b> <b>AC The learner can:</b> 4.1 Open and close a software application 4.2 Enter data using an appropriate input device 4.3 Print from a software application	

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.1 - I watched Karim while he switched on the computer and logged on to the system. Later, I watched him log out and shut down the computer.

2.2 - I watched Karim while he used the different components. He used the mouse to navigate around the page and he used the keyboard to input text.

2.3 - I watched Karim saving his work (a letter) on a USB stick.

3.1 – While he was using the ICT equipment, Karim was observed using safe working practices. He made sure that cables were tidy and tucked away so that no one would trip over them. He also made sure that drinks were kept well away from the computer.

3.2 - Karim used a password to login to his email account. He told me that he keeps it secure by never telling anyone what the password is.

4.1, 4.2, 4.3 - He opened up a word document and entered data for his CV using the mouse and the keyboard. He clicked 'control+P' to print out his CV and he closed down the 'word' software.

AC links have been clearly identified. The AC has been met. Plural words in the AC have been taken into account. This is good, detailed and individualised evidence.

**Observer's name:** Tommy

**Signature:** *Tommy G*

**Date:**

The observer's first name has been provided, but both the first name and the surname are required. The date needs to be added as well.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

1.1 - See attached sheet

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** Tommy

**Signature:** *Tommy G*

**Date:** 14 November 2014

The assessor's first name has been provided, but both the first name and the surname are required

1.1 – Identify the following computer hardware

The AC has been clearly linked and the evidence shows that the learner has met the AC.



This is a

KEYBOARD



This is a

MOUSE



This is a

MONITOR

I confirm this is Karim's own work. Well done Karim!

Tommy G  
Assessor

The assessor has verified that this is the learner's own work, but the assessor's last name should be added.





## RECORD OF ASSESSMENT AND EVIDENCE - F16 E3

Unit title	Communicating information using ICT	Entry level	Entry 3
Life & Living skill area	ICT	Credit value	3
OCR unit no	F16	QCF unit ref	H/502/1197

Centre name	OCR Academy	Centre no	OCR000
Learner name	Freddie Scarpello	QCF ULN	FS008

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block;">             The assessor has not completed this section.           </div>		<input type="checkbox"/>
<b>LO1</b>	<b>The learner will follow recommended safe practices</b> <b>AC The learner can:</b> <b>1.1</b> Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks	
<b>LO2</b>	<b>The learner will access email application</b> <b>AC The learner can:</b> <b>2.1</b> Keep information secure, eg password, PIN, keep copies safe <b>2.2</b> Open mailbox <b>2.3</b> Use input devices, eg keyboard, mouse	
<b>LO3</b>	<b>The learner will create and send an email message</b> <b>AC The learner can:</b> <b>3.1</b> Create an email message <b>3.2</b> Enter an email address <b>3.3</b> Enter an appropriate subject <b>3.4</b> Enter text in the message area <b>3.5</b> Check meaning, accuracy and suitability of the email <b>3.6</b> Send an email <b>3.7</b> Print an email	

<b>LO4</b>	<b>The learner will receive and read email messages</b> <b>AC The learner can:</b> <b>4.1</b> Open an email that has been received <b>4.2</b> Read the email <b>4.3</b> Print the email
<b>LO5</b>	<b>The learner will reply to an email</b> <b>AC The learner can:</b> <b>5.1</b> Prepare a reply to the received email <b>5.2</b> Use the reply facility <b>5.3</b> Enter text in the message area <b>5.4</b> Check meaning, accuracy and suitability of the email <b>5.5</b> Send the email <b>5.6</b> Print the email
<b>LO6</b>	<b>The learner will delete an email</b> <b>AC The learner can:</b> <b>6.1</b> Find the received email <b>6.2</b> Delete an email

### Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.1 – Freddie made sure that he took regular breaks while using the ICT equipment. He made sure that his chair was positioned at the correct height.

AC 2.2 & 2.3 – I observed him accessing and opening his email account. He used the mouse and keyboard to do this.

AC 3.1 – He clicked on 'new message' to create an email.

AC 3.2 & 3.3 – He entered his friends email address into the recipient box and he typed 'Saturday' into the subject header box.

AC 3.4 – He entered text, into the message area, which was 'Hi Sal, Are you free on saturday? I was wondering if you would like to go to the cinema with me? Let me know! Freddie.'

AC 3.5 – I observed Freddie checking the email. He amended the word 'saturday' to give it a capital letter. ie 'Saturday'.

AC 3.7 – I saw him open the email that he had sent and print it out.

AC 4.2 & 4.3 – I saw him read the email that his friend had sent to him and print it out.

AC 5.1, 5.2, 5.3 & 5.4 – I observed Freddie click 'reply' to his friend's email and enter the text into the message area. ... 'Hi Sal, Can you make it at 5pm? Freddie'. I saw him check that the email was accurate, which it was.

AC 5.5 & 5.6 – I observed Freddie click 'send' and send the reply and then he printed his reply email.

AC 6.1 and 6.2 – I saw him locate the email that Sal had sent him, highlight it and click delete.

**Observer's name:** David Hollingsworth

**Signature:** *D Hollingsworth*

**Date:** 14 November 2014

The observer has signed and dated the record. The AC has been linked well. Clear, individualised and detailed evidence has been provided to show that the learner met the AC.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.1 – I asked Freddie how he could keep information secure. He said 'I use a password that only I know. I never share it with anyone else'.

The AC has been linked. The evidence shows that the learner has met the AC.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

See sheet

AC links have not been provided.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** David Hollingsworth

**Signature:** *D Hollingsworth*

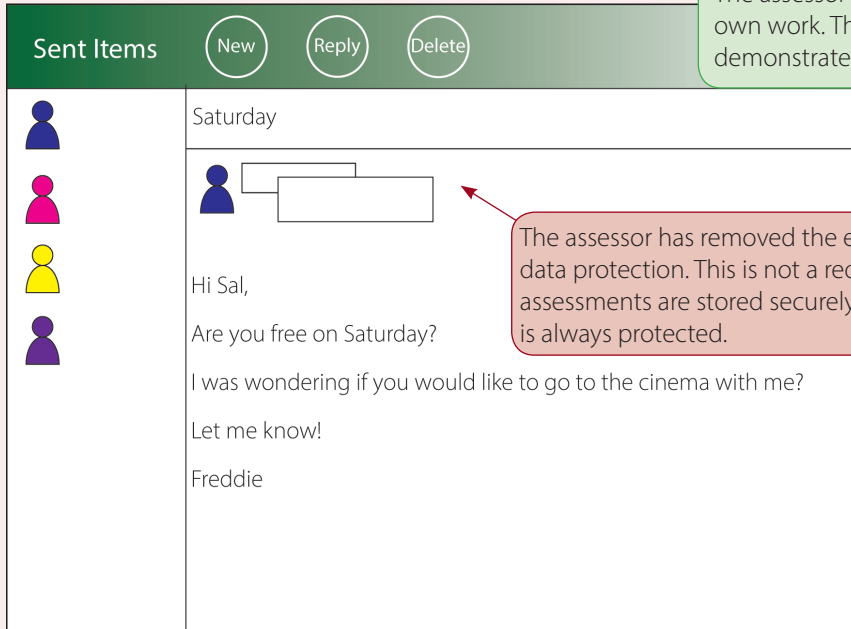
**Date:** 14 November 2014

The assessor has signed and dated the record.

Screen shots as evidence.

I verify that these are all Freddie's work. Please note that data protection has been taken into account.

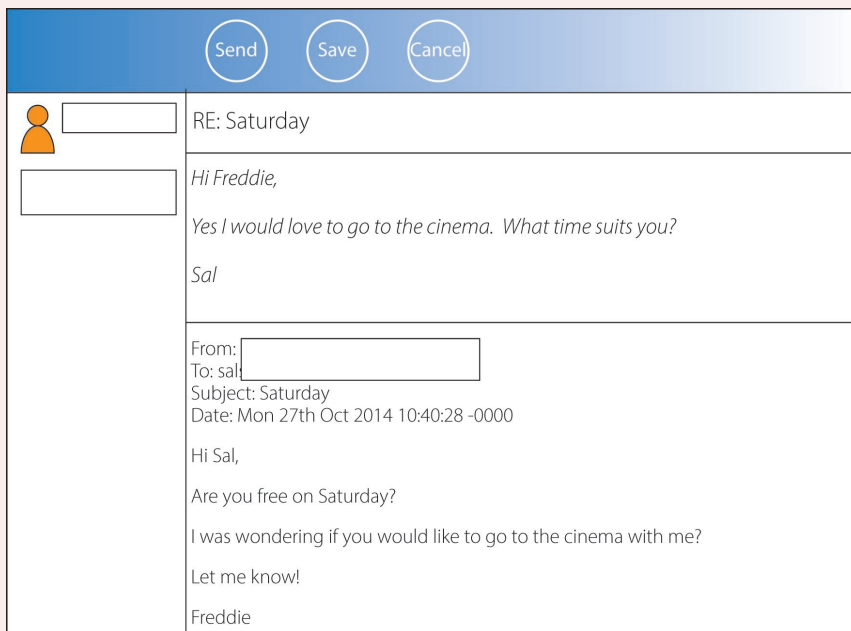
D. Hollingsworth.



The assessor has verified that this is the learner's own work. The AC has been clearly linked and demonstrates that the learner has met the AC.

The assessor has removed the email addresses for data protection. This is not a requirement as all assessments are stored securely and confidentiality is always protected.

AC 3.6 – Freddie checked the email to check if it had been sent – it had!



AC 4.1 – Freddie opened an email that had been sent to him by his friend Sal.



## RECORD OF ASSESSMENT AND EVIDENCE - K2 E3

Unit title	Using office equipment in a business environment	Entry level	Entry 3
Life & Living skill area	Office Practice	Credit value	3
OCR unit no	K2	QCF unit ref	R/600/1098

Centre name	OCR Academy	Centre no	OCR000
Learner name	Carla Waters	QCF ULN	CW0009

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block; margin: 5px;">             Oops! The method of assessment boxes have not been ticked           </div>		
LO1	<b>The learner will know what equipment and resources are needed to carry out a range of routine office tasks</b> <b>AC The learner can:</b> 1.1 Select the correct equipment and/or resources from a given range	
LO2	<b>The learner will be able to use key equipment under supervision</b> <b>AC The learner can:</b> 2.1 Use key equipment under supervision and following given instructions relating to <ul style="list-style-type: none"> <li>• functional requirements</li> <li>• health and safety</li> <li>• environmental sustainability</li> </ul>	

### Record of Evidence

<b>Description of what was observed.</b> The observation statement can either be provided below or attached as a separate document. You <b>must</b> identify where evidence links to AC.
AC 2.1 Observation carried out by work placement supervisor: "Today I observed Carla using the photocopier. I told her that we needed one copy of each document. She checked the settings carefully to make sure that she did not make more copies than she needed too. I also asked Carla to shred some documents that we no longer needed. I watched her tie her hair back so that it did not get caught in the machine. She also made sure that the cables were tucked away so that no one would trip over them."
<b>Observer's name:</b> Ray Novak <b>Signature:</b> <b>Date:</b>
<div style="border: 1px solid red; border-radius: 10px; padding: 5px; display: inline-block; margin: 5px;">             Oops! The observer has not signed or date the form. All signatures must be obtained.           </div>
<div style="border: 1px solid green; border-radius: 10px; padding: 5px; display: inline-block; margin: 5px;">             Well done! AC Link clearly identified.           </div>

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

SUGGESTION: This method of assessment could have been selected as an alternative of 'learner work'. Whereby, Carla could have been verbally asked 'What three office tasks were you asked to do on your work placement?' and 'What equipment or resources did you choose so that you could complete the tasks?' In this instance, questions and responses would have been recorded in this section.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

AC 1.1 – Please see attached sheet completed by Carla

Well done!  
AC link clearly identified.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** J. Saunders

**Signature:** *J. Saunders*

**Date:**

Oops! The assessor has not dated the record.

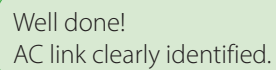
Carla Waters completed work

This is the learner's own work - J. Saunders, Assessor.

AC 1.1 Select the correct equipment and/or resources from a given range

Name: Carla Waters

Date: XX/XX/XXXX



Well done!  
AC link clearly identified.

Write down three office tasks you were asked to do on your work placement.

1. I was asked to do some photocopying.
2. I was asked to print out some emails.
3. Ray asked me to send some letters.

Name three types of equipment or resources that you chose to carry out the tasks.

1. I chose the copier paper from the shelf.
2. I picked a computer with a printer.
3. I found some envelopes and some stamps.



## RECORD OF ASSESSMENT AND EVIDENCE - M13 E3

Unit title	Developing self	Entry level	Entry 3
Life & Living skill area	Personal Skills	Credit value	3
OCR unit no	M13	QCF unit ref	M/502/0442

Centre name	OCR Academy	Centre no	OCR000
Learner name	Bruno Stefani	QCF ULN	BS0010

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block; background-color: #f8d7da;">             Oops! The method of assessment boxes have not been ticked           </div>		
<b>LO1</b>	<b>The learner will be able to recognise their strengths and areas they need to develop</b> <b>AC The learner can:</b> 1.1 Identify a personal strength or ability 1.2 Identify an area for self development	
<b>LO2</b>	<b>The learner will recognise how to develop themselves</b> <b>AC The learner can:</b> 2.1 Identify a personal skill or behaviour they need to develop 2.2 Agree with an appropriate person a suitable target to work towards 2.3 Identify who will support them in developing the identified skill or behaviour 2.4 Work through activities to develop the agreed skill or behaviour	
<b>LO3</b>	<b>The learner will review their development</b> <b>AC The learner can:</b> 3.1 Carry out a simple review of the progress they have made 3.2 Identify what went well and what did not go so well	



**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

No observations have taken place so this box has been correctly left blank.

**Observer's name:**

**Signature:**

**Date:**

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.1 – Rashid asked Bruno 'What are you good at?' Bruno said 'I am good at talking to people and making people laugh.'

AC 1.2 – Suzie asked Bruno 'What are you not so good at Bruno?' He replied 'I am rubbish at maths!'

AC 2.2 and 2.3 – I agreed with Bruno that he needs to improve his maths skills. We identified that learning and remembering 'times tables' would be a suitable target to work towards. Bruno said 'my maths teacher will be able to help me and Suzie... because she is good at maths.'

All evidence has been clearly linked to the AC and shows how the AC has been met.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

AC 2.1, 2.4, 3.1, 3.2 - see attached work

This clearly identifies where the evidence can be found for specific AC.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:**

**Signature:** *F. Redhead*

**Date:**

The assessor's name and the date have not been completed.

AC 2.1, 2.4, 3.1, 3.2

The AC has been clearly linked and the evidence shows how the learner met the AC.

My name is ..... Bruno Stefani.

The skill or behaviour that I need to work on is ..... Maths.

The activities that I have completed to improve are:

I have used the Internet to learn my times tables.

I have completed worksheets with my maths teacher.

Suzie has tested me to help me remember times tables.

I think that I have made progress because...

I have learnt and can remember all of the times tables from 1x to 10x.

What went well?

I have enjoyed working on my times tables and my maths is getting better.

What did not go so well?

Sometimes Suzie got annoyed with me when I couldn't remember some of the times tables.

The assessor has not verified that this is the learner's own work.



## RECORD OF ASSESSMENT AND EVIDENCE - M26 E3

Unit title	Introduction to diversity, prejudice and discrimination	Entry level	Entry 3
Life & Living skill area	Personal Skills	Credit value	2
OCR unit no	M26	QCF unit ref	Y/502/5785

Centre name	OCR Academy	Centre no	OCR000
Learner name		QCF ULN	

The learner's name section has not been completed.

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Oops! The method of assessment boxes have not been ticked</p>		
LO1	<b>The learner will be able to recognise that there are differences and similarities between people</b> <b>AC The learner can:</b> 1.1 Give two examples of differences between people, eg in food, fashion or music 1.2 Give two examples of similarities between people	
LO2	<b>The learner will be able to recognise prejudice and how it occurs</b> <b>AC The learner can:</b> 2.1 State briefly what is meant by prejudice 2.2 Give two examples of prejudice 2.3 Give two reasons why a person might become prejudiced	
LO3	<b>The learner will be able to recognise discrimination</b> <b>AC The learner can:</b> 3.1 Give two examples of discrimination	
LO4	<b>The learner will know that discrimination of different kinds is illegal</b> <b>AC The learner can:</b> 4.1 Name two laws that are designed to prevent discrimination	

**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

← This box is blank, as observations have not been used to assess the learner.

**Observer's name:**

**Signature:**

**Date:**

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.3 – Zac talked to Sofia about prejudice. He said that 'people can be prejudiced when they feel jealous or if they are treated badly by an other person.'

← This is good evidence that is clearly linked to the AC.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

See attached sheet (AC 1.1, 1.2, 2.1, 2.2, 3.1, 4.1)

← This clearly identifies where the evidence can be found for specific AC.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** Brenda Howell

**Signature:** *B Howell*

**Date:** 14 November 2014

← This has been signed and dated by the named assessor.

Name: Zac Mayall

*This is an excellent piece of work Zac! Your written English is very good. B.H.*

This is top quality. It is clear from the learner's responses that plenty of teaching and learning has taken place. The assessor has annotated the work very well and this also verifies that it is the learner's work. The AC is clearly linked.

1.1 Give two examples of differences between people.

1. People like different types of music. Some people really like pop music, but some people prefer indie music.
2. People like watching different sports. Some people like football and some people like rugby.  
Well done Zac – you listened well in class! B.H.

1.2 Give two examples of similarities between people.

1. People like the same hobbies. Peter likes fishing and so does Ella.
2. People like the same fashion. Jez likes to wear designer jeans and so does Ben.  
*Excellent work Zac – you have really researched the similarities in our classroom. B.H.*

2.1 State what is meant by the term 'prejudice'.

Prejudice means prejudging. It means that person is biased and has an opinion about something based on his or her own feelings. *Fabulous – you used the Internet well! B.H.*

2.2 Give two examples of 'prejudice'.

Some parents are not happy if their child wants to marry someone who belongs to a different religion.

Sometimes people think that if you are scruffy then you must be taking drugs.

*You paid attention when we watched the video! B.H.*

3.1 Give two examples of 'discrimination'.

When someone in a wheelchair wants get on a bus – but there is no ramp to allow him or her to get on.

When a woman gets paid less than a man for doing the same job. *Good work! B.H.*

4.1 Write down two laws that are in place to stop discrimination.

Human Rights Act 1998

Disability Discrimination Act 2005 *You are absolutely right Zac! B.H.*



## RECORD OF ASSESSMENT AND EVIDENCE - N9 E2

Unit title	Preparation for work	Entry level	Entry 2
Life & Living skill area	World of Work	Credit value	2
OCR unit no	N9	QCF unit ref	L/502/0451

Centre name	OCR Academy	Centre no	OCR000
Learner name	Horst Atkins	QCF ULN	HA0012

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

<b>Method of assessment</b> (please indicate as appropriate) <ul style="list-style-type: none"> <li>• Observation of learner</li> <li>• Questioning of learner/discussion</li> <li>• Examination of product/ learner's work</li> </ul>		Tick <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="border: 1px solid red; border-radius: 15px; padding: 5px; display: inline-block; background-color: #f8d7da;">             Oops! The method of assessment boxes have not been ticked           </div>		
<b>LO1</b>	<b>The learner will recognise the skills and qualities needed for working life</b> <b>AC The learner can:</b> 1.1 Identify some personal skills and qualities which employees need 1.2 Identify their own personal skills and qualities	
<b>LO2</b>	<b>The learner will recognise personal career opportunities</b> <b>AC The learner can:</b> 2.1 Identify a suitable job role which interests them 2.2 Provide key personal information needed to apply for such a job role	

### Record of Evidence

<p><b>Description of what was observed.</b> The observation statement can either be provided below or attached as a separate document. You <b>must</b> identify where evidence links to AC.</p> <p>AC 2.1 - I observed Horst find out about jobs. He likes using ICT – so he looked on the Internet. He printed out four job roles, which were as follows: Joiner, Cleaner, Nurse and Waiter. He said he would like to be a joiner because he is good at maths.</p> <p><b>Observer's name: Ben Dudley</b>  <b>Signature: B Dudley</b>  <b>Date: 14 November</b></p>
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**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.1 - Horst took part in a discussion with Shelley and Jing. The topic was 'What skills and qualities do employees need?' Horst said 'Workers need to be able to use a computer and be able to talk to people. They also need to be honest and reliable.'

Well done! – Plural words (skills and qualities) have been taken into consideration. Evidence covers two skills and two qualities.

**Outcome of activity.** Proof of learner's work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

AC 1.1 Please attached see photograph of Horst taking part in the discussion.

ADVICE: This is not needed. It is an 'extra' piece of evidence that does not relate to the AC. Only evidence that demonstrates the learner has met the AC needs to be submitted.

AC 1.2 See poster of 'My skills and Qualities' and 'Personal information needed to apply for a job' sheet.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer's name:** Adam Hussain

**Signature:** *A Hussain*

**Date:** 14 November 2014

Well done! - All AC have been clearly linked.  
Well done! – Observers and Assessors have signed and dated the form and confirmed that work was completed by the learner.

Photograph of Horst taking part in the discussion (AC 1.1)



ADVICE: This is not needed. It is an 'extra' piece of evidence that does not relate to the AC. Only evidence that demonstrates the learner has met the AC needs to be submitted.



AC 1.2 Identify own personal skills and qualities

My Skills and Qualities Poster  
By Horst Atkins

I can use ICT.  
I am good at Maths.



I work hard.  
I am friendly.

AC 1.2 Identify own personal skills and qualities

AC 2.2 Provide key personal information needed to apply for a job role

### Personal information needed to apply for a job

Job: Joiner

Name: Horst Atkins

Address: 1 Green Street  
Bath  
BX12 7WW

Skills and qualities: I am good at maths and ICT.  
I am friendly. I work hard.

This work was completed by Horst Atkins - *A Hussain*,  
14 November 2014

Well done! – Plural words (skills and qualities) have been taken into consideration. Evidence covers two skills and two qualities.



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