OCR
Oxford Cambridge and RSA

Unit Title:	**Understanding interpersonal skills**
OCR unit number:	M11
Life and Living Skill Area:	Personal skills
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

The purpose of this unit is to enable learners to identify their own personal strengths in relation to interpersonal skills and identify the skills they could improve and the benefits of doing this. This unit will develop the learners understanding of interpersonal skills overall.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Know how to recognise personal strengths in others	**The Learner can:** 1.1 Identify other people's personal strengths	Learners identify other people's personal strengths. The people they choose could include; famous people, someone close to them, someone who works in their college/home environment etc. Learners may use phrases such as: *they are kind and patient, they listen to what I need, help charities* etc. Take part in a one-to-one or group a discussion about the people they admire and why eg why they are a good role model. Present a 'show and tell' on someone they admire, resources could include: audio/audio visual sources, photos etc. Present a list of each person's strengths using any of the following: images to represent the different personal strengths, words, symbols, audio, Braille, signed information etc.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
2 Know own personal strengths when interacting with others	2.1 Identify own strengths when interacting with other people	Learners take part in a group/1:1 discussion to identify a selection of different interpersonal skills and consider if these skills are ones they have themselves with an observer noting the evidence. Question other people the learner knows well (trusted friends, tutors, family etc.) to find out about their view on the learner's strengths when interacting with others. With support if required, the learner completes a simple template or tick list to identify their own interpersonal skills. Interpersonal skills may include talking to others, listening to others, sharing, working with others, patience, consideration, helpfulness, thoughtfulness etc.
3 Know areas for development around own interpersonal skills	3.1 Identify own interpersonal skills for improvement	Learners can identify their own interpersonal skills that need to be improved. For example, with support, learners examine a list of qualities to select their own areas for development. Learners discuss an audio/ audio visual sources on everyday interpersonal interactions and state how they would deal with the situation, with feedback the learner considers if their approach is positive or if this is an area they can improve. Take part in question and answer activity(ies) to elicit interpersonal skills the learner would like to improve. Activities may be presented in ways appropriate for each learner's individual learning needs including: text, visual, signed, Braille etc. This list is not exhaustive.

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	3.2 State benefits of improving own identified interpersonal skills	Take part in a discussion as a group or on 1:1 to find out about reasons why it is good to improve interpersonal skills. Complete a template such as a writing frame to show the positive/negative impact of improving or not improving skills; the learner may use a scribe or pictures/symbols to aid completion. Compare simple example case studies (text, visual, audio etc.) which demonstrate different approaches to interpersonal communication and the impact this may have eg at college, work, everyday life, personal relationships etc. Example benefits could include: better friendships, less arguments, they get the work done, complaints are dealt with better, they feel listened to, they feel supported and trusted 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.

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

At least one interpersonal skill should be documented for improvement.

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.