

Title:	Making Simple Choices About Personal Goals
Level:	Entry Level 3
Credit value:	3
GLH:	30
Unique Reference Number:	K/652/0676
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to make simple choices about personal goals. Learners will understand what personal goals are, recognise simple choices and steps linked to progress, identify support that can help, and take part in activities where they choose next steps. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners make simple decisions about what they want to achieve and how they can move forward.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can identify personal goals, recognise simple choices and steps linked to progress, identify support that can help, and take part in activities where they make simple choices about their own goals.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

Learning outcomes

The learner will:

1. Understand simple personal goals.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what personal goals are, identify examples of short-term goals, and understand why goals can be helpful.

The learner must:

- 1.1 Identify what **personal goals** are.
- 1.2 Recognise at least three examples of **short-term goals** in familiar situations.
- 1.3 Give a reason why a personal goal can be helpful.

2. Know about simple choices linked to goals.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify different choices, select simple steps, and understand how choices can affect progress towards a goal.

The learner must:

- 2.1 Identify different choices a person can make when working towards a goal.
- 2.2 Describe at least three simple steps that can help with a personal goal.
- 2.3 State what may happen after making different choices.

3. Understand help and review when working towards goals.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify support, know when goals or choices may need to change, and recognise simple ways to check how well a goal is going.

The learner must:

- 3.1 Name at least three sources of support that can help with a personal goal.
- 3.2 Recognise at least one situation when a goal or choice may need to change.
- 3.3 Describe simple ways to check how well a goal is going.

4. Be able to make simple choices about personal goals.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to take part in simple activities where they choose a goal, make a choice linked to it, and identify a next step.

The learner must demonstrate how to:

- 4.1 Choose a simple personal goal.
- 4.2 Make a simple choice linked to that goal.
- 4.3 State a next step that will help them work towards the goal.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Personal goals:

Definition: Simple things a learner wants to do, improve, or achieve. These can be related to their formal learning or to their life outside of the learning environment.

Teaching must include:

- Goals linked to learning, life, or work preparation.
- Goals that matter to the learner.
- Goals that are realistic and achievable.
- Goals that can be explained simply.
- Goals that give the learner a clear next direction.

Teaching could include:

Confidence goals.
Participation goals.
Goals linked to new skills or routines.

Short-term goals:

Definition: Goals that can be worked towards in the near future or over a short period of time.

Teaching must include:

- Goals for today, this week, or the near future.
- Small goals that can be broken into manageable parts.
- Goals with a clear end point.
- Goals that can be reviewed quickly.

	<ul style="list-style-type: none">• Goals that help a learner see progress. <p>Teaching could include:</p> <p>Targets for a session.</p> <p>Short projects.</p> <p>Goals linked to attendance, participation, or completing tasks.</p>
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