

<b>Title:</b>	Personal Branding and Online Identity
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Unique Reference Number:</b>	T/651/8448
<b>Sector Subject Area:</b>	14.1: Foundations for Learning and Life.
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to understand how personal branding and online identity affect opportunities in learning and work. Learners will explore how their online activity shapes reputation, how to manage digital information safely, and how to create a positive professional presence that supports applications or career development.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Understand what is meant by personal branding and online identity.

### Delivery content:

The aim of this learning outcome is to help learners recognise how personal branding and online identity represent them to others and how these influence opportunities in work or education.

The learner must:

- 1.1 Describe what is meant by **personal branding**.
- 1.2 Describe what is meant by **online identity**.
- 1.3 Explain how **online behaviour** can affect a person's reputation or opportunities.

2. Know how to build and maintain a positive online presence.

**Delivery content:**

The aim of this learning outcome is to help learners understand how to create a safe, professional online image and to maintain it over time.

The learner must:

- 2.1 Identify types of **personal information** that should be kept private online.
- 2.2 Describe ways to **present themselves positively** across digital platforms.
- 2.3 Outline the **benefits** of maintaining a **professional online presence**.

3. Be able to develop their own personal brand in relation to work or learning.

**Delivery content:**

The aim of this learning outcome is to encourage learners to apply personal branding ideas to their own goals and begin shaping a positive online identity.

The learner must:

- 3.1 Select **information about themselves** that presents a positive and professional image.
- 3.2 Identify an appropriate **online platform** or tool to support their professional image.
- 3.3 Create or update one example of **positive online content** to support a personal or career 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 branding:**

**Definition:** The purposeful way an individual presents their values, skills and qualities to others, particularly in professional or learning contexts.

**Teaching must include:**

- Understanding that everyone already has a personal brand and can shape it through words, actions and digital presence.

	<ul style="list-style-type: none"> <li>• Links between personal branding, reputation and employability.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners developing short “elevator pitch” statements or profile summaries.</li> <li>• Case studies of professionals who use strong personal brands online.</li> </ul>
<b>Online identity:</b>	<p><b>Definition:</b> The collection of information, images and activity that forms how a person is viewed online.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Digital footprints and how long information remains visible.</li> <li>• How consistent tone and behaviour build trust and credibility.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners reviewing their own online presence using a search exercise.</li> </ul>
<b>Online behaviour:</b>	<p><b>Definition:</b> How people communicate, share and act online, including the tone, content and accuracy of posts or messages.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Consequences of positive vs. negative behaviour (employability, relationships, safety).</li> <li>• Simple guidance on digital etiquette and respectful communication.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Scenario analysis: “Would you post this?” exercises.</li> </ul>
<b>Personal information:</b>	<p><b>Definition:</b> Details about oneself that should be protected for safety and professionalism.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples: home address, phone number, passwords, financial details.</li> <li>• Understanding how oversharing can risk security or reputation.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Interactive quiz or poster on safe-sharing rules.</li> </ul>
<b>Present themselves positively:</b>	<p><b>Definition:</b> Choosing language, images and content that show reliability, respect and professionalism.</p> <p><b>Teaching must include:</b></p>

	<ul style="list-style-type: none"> <li>• Appropriate profile pictures, bios and communication style.</li> <li>• Using achievements, volunteering or learning examples to demonstrate skills.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners evaluating and improving a sample online profile.</li> </ul>
<p><b>Benefits:</b></p>	<p><b>Definition:</b> The positive results or advantages of keeping an online presence that looks professional and respectful.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding how a professional online presence can help with work, learning, or networking opportunities.</li> <li>• Examples such as: <ul style="list-style-type: none"> <li>– Employers being able to see accurate information about skills or experience.</li> <li>– Making a good first impression in applications or interviews.</li> <li>– Building trust and confidence with others online.</li> <li>– Showing reliability, communication skills, or creativity through posts and achievements.</li> </ul> </li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Group discussions comparing positive and negative online profiles and the impact on opportunities.</li> <li>• Learners listing three possible benefits for their own future goals.</li> <li>• Simple case studies of people who gained jobs, clients, or recognition through strong online presence.</li> </ul>
<p><b>Professional online presence:</b></p>	<p><b>Definition:</b> A purposeful online representation that showcases a person’s abilities or work to potential employers or tutors.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• How professional networks and job sites can be used effectively.</li> <li>• Benefits of aligning online profiles with career goals.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Creating a simple professional profile or digital portfolio page.</li> </ul>
<p><b>Information about themselves:</b></p>	<p><b>Definition:</b> The personal details, achievements or examples that show a person in a positive, professional way.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• How to choose what information is relevant for a job, course or</li> </ul>

	<p>public profile.</p> <ul style="list-style-type: none"> <li>• The difference between personal interest and professional relevance.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Activities comparing example profiles and discussing what works well.</li> <li>• Learners drafting short bios choosing what to include and what to leave out.</li> </ul>
<p><b>Online platform:</b></p>	<p><b>Definition:</b> A digital service or website used to share information, communicate or showcase work.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as LinkedIn, Indeed, e-portfolio systems or creative sharing sites.</li> <li>• Safe account settings and appropriate use of features.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Practical demonstration of creating or editing a professional profile.</li> </ul>
<p><b>Positive online content:</b></p>	<p><b>Definition:</b> Material posted or shared online that reflects learning, achievement or professional interests.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples: certificates, course completion badges, project photos, short reflections.</li> <li>• Checking accuracy, permissions and tone before publishing.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners drafting a short post about a recent learning success.</li> </ul>