

<b>Title:</b>	Personal Career Preparation
<b>Level:</b>	1
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Unique Reference Number:</b>	K/505/4105
<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 recognise their own strengths, qualities, skills and abilities, understand how these can be transferred to different career areas, and identify reliable sources of information, advice and guidance to support future career planning.
<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 own strengths, qualities, skills, abilities and how they are transferable.

### **Delivery content:**

The aim of this learning outcome is to help learners recognise their personal profile - what they are good at, what they enjoy, and how these attributes connect to potential roles or career paths. Learners will explore how personal characteristics can apply across different activities, studies or jobs.

The learner must:

- 1.1 Identify an example of each of own:
  - a) **strengths**
  - b) **qualities**
  - c) **skills**
  - d) **abilities.**

<p>1.2 State how each <b>contributes</b> to the <b>roles, responsibilities or activities</b> in which they are applied.</p> <p>1.3 State how these may be <b>transferable</b> to different careers.</p>
<p>2. Know about sources of information, advice and guidance in relation to career planning.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to help learners identify where to find appropriate information, advice and guidance to support their own career development and decision-making.</p> <p>The learner must:</p> <p>2.1 Identify <b>sources of information</b> they could use in relation to <b>planning their career</b>.</p>

<p><b>Scope of Training</b></p> <p>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.</p>	
<p><b>Requirements</b></p>	
<p><b>Strengths:</b></p>	<p><b>Definition:</b> Things an individual consistently does well, showing reliability and confidence in that area.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Helping learners recognise personal achievements and positive feedback from others.</li> <li>• Examples such as being organised, punctual, or quick to learn.</li> <li>• Awareness that strengths can develop through practice and reflection.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Personal inventories, peer discussions or “what I’m good at” exercises.</li> <li>• Short reflection logs on how strengths have helped achieve a goal.</li> </ul>

<p><b>Qualities:</b></p>	<p><b>Definition:</b> Personal characteristics or traits that influence how someone behaves or approaches a task.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as honesty, kindness, patience, enthusiasm, or reliability.</li> <li>• How qualities affect relationships, teamwork, and professional image.</li> <li>• Differentiating qualities (who you are) from skills (what you can do).</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Group brainstorms identifying qualities admired in others.</li> <li>• Matching activities linking positive qualities to different job roles.</li> </ul>
<p><b>Skills:</b></p>	<p><b>Definition:</b> Abilities that can be learned, practised, and measured through performance or experience.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as communication, ICT use, problem solving, or time management.</li> <li>• The difference between technical, practical, and interpersonal skills.</li> <li>• How skills are developed through education, training, or experience.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Skills audits or checklists to identify strengths and gaps.</li> <li>• Short tasks where learners demonstrate a chosen skill and reflect on it.</li> </ul>
<p><b>Abilities:</b></p>	<p><b>Definition:</b> Natural aptitudes or capabilities that make certain tasks easier to learn or perform.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as physical coordination, creativity, logical thinking, or empathy.</li> <li>• Recognising how abilities can support skill development and career choice.</li> <li>• Understanding that abilities vary among individuals but all have value.</li> </ul> <p><b>Teachers might wish to include:</b></p>

	<ul style="list-style-type: none"> <li>• Activities identifying tasks that “come naturally.”</li> <li>• Discussion about how abilities influence job satisfaction and suitability.</li> </ul>
<b>Responsibilities:</b>	<p><b>Definition:</b> Duties that employees are expected to fulfil within their role.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Key responsibilities such as punctuality, cooperation, confidentiality, and following procedures.</li> <li>• How responsibility links to trust and professional behaviour.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Case studies exploring good and poor employee conduct.</li> </ul>
<b>Contributes:</b>	<p><b>Definition:</b> The ways in which a person’s strengths, qualities, skills or abilities add value to a role, responsibility or task.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that contribution can be practical (completing a task), personal (attitude or effort), or interpersonal (teamwork and support).</li> <li>• Linking contribution to workplace expectations and performance.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Reflection tasks describing how personal abilities have supported success in a project or activity.</li> </ul>
<b>Roles:</b>	<p><b>Definition:</b> The position or function a person holds in a group, organisation, or situation, often with specific expectations attached.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that roles define what part an individual plays (for example, student, volunteer, team member, employee).</li> <li>• How roles differ across contexts — at home, in learning, and in work.</li> <li>• Recognising that people may have more than one role at a time.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Role-matching activities linking personal traits or interests to typical workplace or community roles.</li> <li>• Short discussions or card sorts describing who does what within a team or organisation.</li> </ul>

<p><b>Responsibilities:</b></p>	<p><b>Definition:</b> The duties or obligations connected to a role — what a person is expected to do or manage.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as attending on time, completing tasks, following instructions, or maintaining confidentiality.</li> <li>• The link between taking responsibility and reliability or trustworthiness.</li> <li>• How failing to meet responsibilities can affect others.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing good and poor responsibility.</li> <li>• Group tasks identifying responsibilities for different job roles.</li> </ul>
<p><b>Activities:</b></p>	<p><b>Definition:</b> The specific tasks, actions or pieces of work carried out within a role or responsibility.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as serving a customer, completing a worksheet, using a tool safely, or helping a teammate.</li> <li>• How activities combine to achieve larger goals within learning, volunteering, or employment.</li> <li>• Awareness that activities can show transferable skills.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Practical exercises or mini-tasks where learners complete and reflect on an activity.</li> <li>• Observation or peer-feedback activities identifying which skills were used during the task.</li> </ul>
<p><b>Transferable:</b></p>	<p><b>Definition:</b> The ability to use skills, qualities or strengths effectively in new or different contexts.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as communication, problem-solving, organisation, and adaptability.</li> <li>• Recognising how personal experiences apply across sectors or environments.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Mapping exercises showing how one skill fits multiple job types.</li> <li>• Small group discussions identifying shared transferable strengths.</li> </ul>

<p><b>Sources of information:</b></p>	<p><b>Definition:</b> People, places or digital resources that provide reliable details about careers, training, or employment opportunities.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as teachers, careers advisers, Jobcentre Plus, online portals, and employers.</li> <li>• How to evaluate whether a source is current, relevant, and trustworthy.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Research tasks comparing multiple information sources.</li> <li>• Guest speakers or virtual visits from local employers or guidance providers.</li> </ul>
<p><b>Planning their career:</b></p>	<p><b>Definition:</b> Making informed choices about next steps towards work or training.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• The importance of setting goals and using advice to identify suitable routes.</li> <li>• Understanding how research supports confidence in decision-making.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Creating a simple personal action plan or timeline for next steps.</li> </ul>