

Title:	Recognising Personal Strengths and Successes
Level:	Entry Level 3
Credit value:	3
GLH:	30
Unique Reference Number:	M/652/0678
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 recognise personal strengths and successes. Learners will identify things they do well, recognise achievements and positive feedback, and take part in activities that help them describe what they are good at and what they have achieved. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners build a clearer sense of what they can already do and how they can use this to 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 recognise personal strengths and successes, identify feedback and support, and take part in activities that help them share what they do well and what they have achieved.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

Learning outcomes

The learner will:

1. Understand own personal strengths.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise personal strengths and how these can help in familiar situations.

The learner must:

- 1.1 Identify at least three of own **personal strengths**.
- 1.2 Recognise at least three examples of personal strengths in familiar situations.
- 1.3 State how personal strengths can help with learning, life, or work-related activities.

2. Recognise own progress and achievements.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify successes and achievements and understand why they matter.

The learner must:

- 2.1 Identify at least three of their own achievements.
- 2.2 Describe at least three examples of things they have progressed in or achieved in learning, life or work-related activities.
- 2.3 State how their progress or achievements can support confidence or next steps

3. Understand feedback, support, and next steps.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise positive feedback, identify support, and make simple choices about next steps.

The learner must:

- 3.1 Identify simple **feedback** about something they have done well.

<p>3.2 Identify people who can give support to help them build on strengths or successes.</p> <p>3.3 Select a simple next step based on a strength, success, or piece of feedback.</p>
<p>4. Be able to share strengths and successes in a simple activity.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to take part in at least one simple activity which helps them share strengths, successes, and next steps.</p> <p>The learner must demonstrate how to:</p> <ul style="list-style-type: none"> 4.1 Share at least one of their strengths, successes, or achievements with someone else in an appropriate way. 4.2 Respond to a simple question or prompt about what they do well. 4.3 Identify one thing they would like to keep doing or improve.

<p>Scope of Training</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>Requirements</p>	
<p>Personal strengths:</p>	<p>Definition: Things a person is good at or positive qualities they can show. These do not need to be strengths specifically related to</p>

	<p>the area of their study / learning but can be about unrelated or semi-related subjects.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Skills the learner can already use. • Positive personal qualities. • Things the learner does well. • Things the learner enjoys and feels able to do. • Ways the learner helps or works well with others. <p>Teaching could include:</p> <p>Talents.</p> <p>Interests.</p> <p>Things other people say the learner does well.</p>
<p>Feedback:</p>	<p>Definition: Information a learner receives about what they have done well or what they could do next. In this context, feedback can be verbal or written, can be formal or informal. The focus is that the learner receives feedback (which should be as positive as possible) of some kind.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What feedback might be. For example: <ul style="list-style-type: none"> ○ Positive comments about a task or activity. ○ Simple praise linked to effort or outcome. ○ Comments about what went well. ○ Suggestions about what to keep doing. ○ Suggestions about a possible next step. • Ways we might feel when receiving feedback.

	<ul style="list-style-type: none">• Positive feedback vs feeling criticised. <p>Teaching could include:</p> <p>Verbal feedback.</p> <p>Written feedback.</p> <p>Feedback from tutors, peers, employers, or family members.</p>
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