Title	**Assessing own qualities and skills for employment**
Unit Number	**6905L1**
Level	**Level 1**
Credit Value	**2**
GLH	**20**
Unit Summary	In this unit, learners will assess their own personal employability skills and create a personal development plan for future progression.
Unit Introduction	Everyone has a distinctive set of skills which are developed through their education, work and their personal life. Individuals should be aware of their own skills so they can employ them effectively, so that they can present themselves positively and accurately, for instance during a job interview, and so that they can take steps to develop them to support their personal ambitions and enhance their employability. Skills are not static and can be developed over time by taking supportive actions. This unit is good progression from the entry level 3 unit, ‘Assessing own skills for employment’.

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Learning Outcomes To be awarded credit for this unit, the learner will:	**Assessment Criteria** Assessment of the learning outcome will require a learner to demonstrate that they can:	**Amplification of Content**
LO1 Know own skills and qualities for employment	1.1 Describe skills that are valued in employment	A skill is something that is learnt over time. Description might refer to different types of skills, for example: • technical skills, such as digital skills, numeracy/literacy skills, planning and research, or skills in a particular field or vocational sector • conceptual skills, such as decision making, being creative, organisation, resilience, or problem solving • interpersonal skills, such as working with others, communication, empathy, diplomacy. Learners do not need to adhere to the categories as listed above but must demonstrate their understanding of at least five skills that would be valued in the employment.
	1.2 Describe qualities that are valued in employment	A quality is a personal characteristic which is generally part of your personality. Examples might include: • confidence • professionalism • ambition • determination • resilience. Learners might describe qualities valued in a specific job role or sector or might be more general in their description.

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	1.3 Assess own skills and qualities	Learners must rate to what extent they have developed qualities and skills against a range (at least five) of generic qualities and skills for employment such as those listed above. The learner may obtain feedback from others to support their own self-reflection. The learner must offer comments to support their assessment. Skills and qualities could be rated on a numerical scale.
LO1 Know own skills and qualities for employment	1.4 Explain how own skills and qualities have been developed	Explanation might include consideration of: • past jobs • current job • education • hobbies and interests • clubs • volunteering • work experience • caring for others. Learners could refer to their work for AC1.2 to help them describe how specific qualities and skills were developed.

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LO2 Know how skills can be applied in workplaces	2.1 Describe how a range of transferrable skills are used in a range of different job roles	Transferable skills are those that can be used in a range of different job roles or occupations. Learner must consider specific transferrable skills, such as communication skills, and consider how and why the skill is important to successfully carry out a range of job roles/careers. They could give examples linked to tasks that may be carried out by each job role considered. Learners must describe at least three transferrable skills.
LO3 Be able to plan to achieve personal development goals	3.1 Create a personal development plan to achieve personal goals	Development plan must focus on development of skills related to employability and must outline the: • long term aim • short term goals (at least two) • timing • activities to be undertaken • desired outcomes of activities • skill targeted • how progress will be evaluated.

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Delivery and Assessment

This unit can be delivered in a number of different ways, and a variety of evidence types can be utilised to demonstrate a candidate's competence. Assessment can use a combination of some, or all these types and it is the responsibility of the assessor to ensure that as wide a range of valid types are used.

- Product evidence
- Questioning
- Project work and assignments
- Learner Statement
- Written work
- Direct observation/Witness testimony
- Discussion
- Simulated observations
- Log-books

The delivery guidance suggested below is not prescriptive, and learners' attainment will not be measured against these approaches. Any learner evidence that demonstrates success against the assessment criteria given above will be considered appropriate to meet the requirements of the unit.

Delivery Guidance

Target: 1.1, 1.2, 1.3 and 1.4

Learners could complete a qualities/skills audit using a rating scale to consider the differing levels of competence. They could support their judgements with examples to illustrate the qualities/skills in practice and/or feedback from others. The tutor could create the audit document for the learner to complete independently.

Learners must consider how they have developed qualities/skills over time, for instance during education or as part of voluntary work that they have carried out. In small groups, more confident learners could give feedback to each other to help each learner to identify their strengths.

Learners could consider that skills are generally transferrable so those developed during personal activities can often support employability. More able learners could identify which skills are useful for different job roles, for example by the skills useful in the job role they aspire to. Learners could create a guide/leaflet for learners in Years 10-11 who are planning to start work after leaving school.

Evidence for Assessment

The evidence could be written, such as a report, leaflet or set of presentation slides. A copy of the skills audit completed should also be submitted. Alternatively, the task could be assessed orally through questioning and discussion.

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Delivery Guidance	*Target: 2.1*
To acknowledge that many skills are transferrable to different situations, the learners could describe how specific skills are used in a range of different job roles and work situations. Learners could work in pairs and consider their hobbies and interests and identify the skills that they have developed as a result of these pastimes. The pair could then discuss how these skills can be transferred to the work environment and make them more employable, acknowledging that skills acquired in a job role can support someone to change careers to a different type of job role, which support employability. Learners who have had more than one job could share how they have transferred their skills between jobs in the same or in different sectors. Learners could present their experiences on presentation slides which could be presented to the group.	
Evidence for Assessment	
The evidence could be presented in written format such as a poster, mind map or presentation slides. Alternatively, the task could be assessed orally through questioning and discussion.	
Delivery Guidance	*Target: 3.1*
Skills are rarely static and can be improved over time using targeted methods. Learners could identify long-term and short-term development goals that mutually support each other to add to the achievability of the goals, which will feed into the development plan. Learners must create a personal development plan to meet the development goals suggested. The plan must include the long-term aim and short-term goals that work towards that aim, plus the timing, activities to be undertaken, desired outcomes of activity, specific skill/quality targeted and how personal progress will be evaluated. The teacher could give the learners the headings and learners can be encouraged to present their work in an appropriate format. The opportunity for use of ICT could be taken here. Learners could be introduced to the SMART (i.e., Specific, Measurable, Achievable, Realistic and Timed) acronym for creating short-term goals. Learners could then be encouraged to create their own SMART personal development goals. Learners could share their ideas with another learner for feedback.	
Evidence for Assessment	
The evidence could be written, such as a report, table/grid, poster or set of presentation slides.	

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Suggested Resources

The following websites offer supporting information for this unit:

Prospects | What skills do employers want?
Prospects | Job profiles
Prospects | How to choose a career
National Careers Service | Identifying skills and upskilling
TARGETcareers | The top ten skills that'll get you a job when you leave school
University of Kent | Employability Skills
SkillsYouNeed | Employability Skills: The Skills You Need to Get a Job

Please note that these resources are external and are therefore subject to changes that are outside of the control of WJEC.

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