

Career creativity

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Career creativity
Suite	Skills for Work
Unit Codes	S654E1 S654E2 S654E3 S654L1 S654L2
GLH	10
Unit Aim	To develop Learners' skills to explore different ways of working, enabling Learners to envision their dream jobs and develop practical plans for creating opportunities for themselves.
Unit Summary	This unit introduces learners to creative approaches to careers and ways of working. It supports learners to explore job ideas, recognise their strengths and interests, and consider how they can create opportunities for themselves in a changing world of work. At Entry Levels, learners are supported to explore different jobs and ways of working, identify personal interests and strengths, and recognise simple steps towards a future job or opportunity. The unit builds confidence and awareness through practical, accessible activities and supported reflection. At Level 1 and Level 2, learners develop a broader understanding of career creativity, including non-traditional career pathways and flexible ways of working. They analyse their skills and aspirations and create realistic plans to explore or create career opportunities aligned to their goals.
Curriculum for Wales	Areas of learning and experience: This unit supports the Health and well-being Area of Learning and Experience by helping learners develop self-awareness, confidence and resilience when thinking about their future. It also links to Humanities, particularly through understanding work, society and the changing nature of employment. Opportunities to explore creativity and innovation connect with Expressive arts and the Statement of What Matters: <i>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination</i>, while planning and reflection activities support skills used across Languages, literacy and communication. Integral and cross-curricular skills: The unit supports the development of Literacy skills through discussion, reflection, planning and presentation of ideas. Learners develop Numeracy skills where planning involves timelines, goal setting or understanding work patterns. Digital competence is supported through research, virtual workplace exploration and the use of digital

tools to present ideas. The unit strongly promotes Critical thinking and problem-solving, and Creativity and innovation, as learners consider different pathways and how to create opportunities for themselves. Learners will also develop Personal effectiveness as they learn more about themselves, developing responsibility and reliability.

Cross-cutting themes: The Career creativity unit supports Careers and work-related experiences by enabling learners to explore a range of job roles, career pathways and ways of working. Learners are encouraged to understand how opportunities can be created and to plan realistic steps towards future work or progression. This unit promotes Diversity and Human rights by encouraging inclusive career choices and valuing different backgrounds and experiences. Learners consider Local, national and international contexts to understand how work exists at different levels, and the unit supports Relationships and sexuality by developing self-awareness, respectful communication and confidence, helping learners understand how personal identity, wellbeing and relationships can influence career aspirations, choices and experiences in the workplace.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of different types of jobs and ways of working	E1 1.1 Point out one type of job or work activity. E1 1.2 Show one way people work.	E2 1.1 Give two different jobs or work roles. E2 1.2 Recognise two ways people can work.	E3 1.1 Give a description of at least three different types of jobs or work roles. E3 1.2 Compare two different ways of working.
LO2 Be aware of personal interests, strengths and job ideas	E1 2.1 Point out one personal interest or strength. E1 2.2 Match an interest or strength to a job idea with support.	E2 2.1 Give two personal interests or strengths. E2 2.2 Present a job idea linked to interests or strengths.	E3 2.1 Give a description of personal interests or strengths. E3 2.2 Suggest how these relate to a job idea.
LO3 Know simple steps towards a future job or opportunity	E1 3.1 Point out one simple action linked to a future job or opportunity.	E2 3.1 Recognise two simple steps towards a future job or opportunity.	E3 3.1 Suggest steps needed to work towards a future job or opportunity.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)	
	Level 1	Level 2
LO1 Understand creative approaches to careers and ways of working	L1 1.1 Describe different career pathways and non-traditional ways of working. L1 1.2 Explain how creativity can be used in career choices.	L2 1.1 Analyse a range of creative career pathways and work styles. L2 1.2 Evaluate the benefits and challenges of different ways of working.
LO2 Be able to recognise personal skills, interests and career aspirations	L1 2.1 Identify personal skills, interests and aspirations. L1 2.2 Explain how these influence career ideas.	L2 2.1 Analyse personal skills, interests and aspirations. L2 2.2 Identify chosen career goals using self-analysis.
LO3 Be able to plan and explore career opportunities	L1 3.1 Create a simple career action plan. L1 3.2 Identify support or resources needed to progress towards career opportunities.	L2 3.1 Develop a realistic and structured career plan. L2 3.2 Identify potential barriers and how to overcome them.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Career creativity include Building a growth mindset, Enterprise venture, Exploring career pathways, Jobs of the future, Personal development planning, Understanding the changing labour market, and Working in Wales. These units complement each other by supporting learners to develop self-awareness, adaptability and confidence in planning for their future, helping them understand both themselves and the world of work. They complement each other by linking personal development with practical career exploration, enabling learners to respond positively to change and identify opportunities in a changing labour market.

There may also be links to other WJEC qualifications including GCSE Art and Design and VCSE Creative and Media Production and Technology.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• be introduced to a range of jobs across different sectors • explore familiar and unfamiliar work roles • look at different ways people work (e.g. full-time, part-time, voluntary, self-employed) • discuss where work takes place (e.g. indoors, outdoors, online, in the community) • use simple activities such as pictures, videos, guest speakers or role play to explore work

	For Level 1 and 2 learners: • explore traditional and non-traditional career pathways (e.g. traditional: qualifications; non-traditional: turning a hobby or interest into paid work) • consider flexible, freelance, portfolio and self-employed work • examine how creativity, innovation and adaptability apply to careers • explore how people create job opportunities for themselves • discuss changes in the world of work and emerging career options.
LO2	• identify personal likes, interests and activities they enjoy • recognise simple strengths and skills (e.g. helping others, being creative, practical skills) • explore how interests and strengths link to different jobs • begin to express preferences for types of work • use supported tools such as checklists, discussions, drawings or mind maps. For Level 1 and 2 Learners: • identify and reflect on personal skills, interests, strengths and values • explore transferable and creative skills • analyse how personal attributes influence career choices • develop awareness of personal motivations and ambitions • begin to articulate career aspirations with reasoning.
LO3	• look at simple actions people take to move towards work or opportunities • begin to identify things they could do themselves to get closer to a job or opportunity • use practical activities, discussions, drawings or simple planning tools to explore next steps • share ideas about steps towards work in ways that suit them, such as talking or drawing • opportunities could include taking part in a college taster session, a school enterprise activity, participating in a skills workshop. For Level 1 and 2 Learners: • research opportunities related to career ideas • identify short- and medium-term career goals • plan practical steps to develop skills or experience • identify support, resources and networks • consider challenges and strategies to overcome barriers.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- use images, videos and role play to explore different jobs and work settings
- complete simple interest and skills activities (e.g. sorting cards, matching games)
- invite guest speakers or use short case studies of people at work
- create posters, collages or mood boards showing job ideas
- take part in group discussions about likes, strengths and future aspirations
- explore ways of working through practical examples and everyday experiences
- identify simple next steps using supported worksheets or visual planners
- share ideas verbally or through creative activities such as drawing or storytelling.

The following activities would be suitable for use with Level 1 and 2 learners:

- research a range of creative and non-traditional career pathways
- analyse case studies of individuals who have created their own career opportunities
- complete skills audits and self-reflection activities
- explore labour market trends and emerging job roles
- develop and present a personal career vision or 'dream job' concept
- create a realistic career action plan linked to personal goals
- take part in discussions on flexibility, self-employment and portfolio careers
- reflect on barriers to progression and identify strategies to overcome them.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed worksheets, activity sheets or workbooks
- learner posters, collages, mood boards or visual plans
- written or audio recorded reflections
- observation records and witness statements
- notes from group discussions or tutorials
- short presentations or verbal explanations (live or recorded)
- research notes or printed/digital information gathered by learners
- career action plans or progression plans
- photographic evidence of learner participation in activities
- case study responses or scenario-based tasks
- digital evidence such as slides, videos or online portfolios
- learner self-assessment or review records.

Experiences

To provide a real-world context you could do the following:

- Learners engage with an employer, freelancer or self-employed practitioner through a talk, workshop or Q&A session. This helps learners understand different career pathways and ways of working. Learners reflect on how the individual created or accessed their job role.
- Learners visit a workplace or take part in a virtual tour of a working environment. This experience allows learners to observe real working practices and roles. Learners identify skills, behaviours and opportunities linked to their own career ideas.
- Learners take part in a short project linked to a real or simulated vocational context. This helps learners apply creativity, teamwork and problem-solving skills. Learners reflect on how the experience supports their future career planning.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Careers Wales / Gyrfa Cymru	General website: https://careerswales.gov.wales/ to switch to Welsh, select Cymraeg at the top of the webpage. Skills and Strengths – Helps learners to understand their skills and strengths/qualities, to learn how to develop and improve their skills and strengths and to recognise the skills and strengths valued by employers. Buzz quiz – Personality-based quiz, helps learners to find out about their strengths, qualities and provides job suggestions linked to their personality type. Who am I? Quiz – Alternative version of the buzz quiz aimed at ALN/primary. Career Match Quiz – Career match quiz helps learners to explore job ideas that match to their skills and interests. Job Ideas Quiz – Alternative version of the career match quiz aimed at ALN/primary. Plan your career – Learners can find out about career options and plan their career. Job information – Contains 100s of job profiles, includes what a job involves, what the pay is like, how to get into the job, future demand and more. Industries – Learners can research industry that interests them and explore the jobs they could do.
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	About Jobs – Easy to read information about a range of jobs, aimed at ALN/primary aged pupils. Future Jobs Wales – Explore Wales regions and industries. Learning about potential careers now and in the future. Industries – Learners can select an industry that they are interested in and explore the jobs within. Getting into self-employment Careers Wales – Find out about self-employment to help decide if it could be right for you. So, you want to be an entrepreneur? – Starting a business Overview - The enterprise and entrepreneurship toolkit - Resources - Hwb – The Enterprise and Entrepreneurship toolkit
JISC	Job Match – Learners can find out which type of job they would suit. What skills do employers want? – This allows learners to discover the skills that employers are looking for. This can support their own reflections. How to choose a career – Learners can use this resource to support their career development plan, providing guidance. Employer profiles – Useful to research employers. Self-employment – Guidance on self-employment and what this involves. Alternatives to university – Learners can use this resource to research the alternatives to university for their career choices.
Profi	www.profi.cymru Profi provides support for young people to improve their work skills, getting to know their skills and strengths. The bilingual website includes advice, a personal skills quiz, a series of podcasts, and videos about growth sectors.

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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