

WJEC Personal development planning

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.

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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	Personal development planning
Suite	Skills for Work
Unit Codes	S662E1 S662E2 S662E3 S662L1 S662L2
GLH	20
Unit Aim	To develop Learners' ability to identify their own personal skills, interests and experiences, set goals and develop strategies to build on them, and develop new skills.
Unit Summary	This unit develops learners' awareness of their own personal skills, interests, and experiences, and supports them in setting goals and planning ways to achieve them. Learners will take part in activities designed to build confidence, improve skills, and reflect on personal development. Through practical and reflective tasks, learners gain the ability to review progress and plan next steps in learning, work, or personal life. At Entry Level, learners focus on identifying basic personal skills, interests, and experiences. They are supported to recognise areas they want to improve, set simple goals, and participate in practical activities to build skills. Learners develop confidence and begin to reflect on what they have learned and how they can apply it in everyday life. At Level 1 and 2, learners take a more structured and independent approach to personal development. They review personal skills and experiences, analyse strengths and development needs, and set realistic personal development goals with supporting action plans. Learners reflect on progress, evaluate skills developed, and consider how these can be applied to further learning, vocational pathways, or employment.
Curriculum for Wales	Areas of learning and experience: This unit supports learners in developing key personal and social skills, which align with the Health and well-being Area of Learning and Statement of What Matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. Through identifying skills, interests, and experiences, learners develop self-awareness and confidence. Additionally, by participating in practical vocational activities, learners make connections to the Humanities and Expressive arts areas, where teamwork, problem-solving, and creative thinking are applied. Integral and cross-curricular skills: This unit actively develops the cross-curricular skills of Literacy, Numeracy, and Digital competence by encouraging learners to document reflections, set goals, and

monitor progress. Literacy is embedded through reading and writing tasks such as journals, worksheets, and action plans. Numeracy skills are applied in planning steps, managing time, and evaluating progress, while Digital competence can be developed through digital portfolios, online research, and use of planning tools.

Communication, collaboration, and problem-solving are also reinforced as learners engage with peers, tutors, and real-world vocational contexts. The unit also supports the development of the integral skills of Personal effectiveness and Planning and organising. Learners develop Personal effectiveness through reflection, confidence-building, self-awareness and goal setting. Planning and organising skills are strengthened through action planning, managing tasks and reviewing progress towards personal development goals.

Cross-cutting themes:

This unit helps learners develop skills and understanding across important areas of life. They build confidence, self-awareness, and positive relationships (Relationships and sexuality), learn about fairness and respect (Human rights), and appreciate differences in people and experiences (Diversity). Learners also explore career options and work-related opportunities (Careers and work-related experiences) and think about how their skills and choices connect to their local community and the wider world (Local, national, and international contexts).

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 personal skills, interests and experiences	E1 1.1 Show or point out at least one personal skill, interest or experience. E1 1.2 Show or say what they like or do not like.	E2 1.1 Recognise two personal skills or experiences. E2 1.2 Select what they are interested in.	E3 1.1 Suggest three personal skills or experiences. E3 1.2 Give examples of how their interests are used day to day.
LO2 Be aware of areas for personal development	E1 2.1 Point out one area they would like to improve, with support. E1 2.2 Respond to simple feedback.	E2 2.1 Recognise one or more areas for personal development. E2 2.2 Give a reason for choosing an area to improve.	E3 2.1 Suggest at least two strengths and areas for development. E3 2.2 Reflect on why an area for development has been chosen.
LO3 Be able to recognise simple personal goals	E1 3.1 Point out a simple personal goal, with support. E1.3.2 Show what they want to achieve.	E2 3.1 Select a short-term personal goal. E2 3.2 Indicate one step needed to achieve the goal.	E3 3.1 Suggest a clear and achievable personal goal. E3 3.2 State three steps needed to achieve the goal.
LO4 Be able to take part in activities to develop personal skills	E1 4.1 Respond to a personal development activity with support. E1 4.2 Show effort when completing the activity.	E2 4.1 Follow instructions whilst taking part in activities to develop personal skills. E2 4.2 Follow instructions to complete tasks during personal development activities.	E3 4.1 Take part in activities to develop personal skills with minimal support. E3 4.2 Demonstrate increasing confidence during activities.

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 personal skills, interests and experiences	L1 1.1 Identify personal skills, interests and experiences. L1 1.2 Describe how personal skills, interests and experiences relate to learning, work or personal life.	L2 1.1 Analyse personal skills, interests and experiences. L2 1.2 Explain how personal skills, interests and experiences influence personal, educational or career choices.
LO2 Understand strengths and areas for development	L1 2.1 Identify personal strengths and areas for development. L1 2.2 Use feedback from tutors, peers, or work-related activities to support identification of development needs.	L2.2.1 Analyse strengths and development needs using feedback from tutors, peers, or work-related activities. L2.2.2 Explain how strengths and weaknesses impact personal progress.
LO3 Be able to identify and plan personal development goals	L1 3.1 Outline realistic personal development goals. L1 3.2 Create a simple plan to achieve goals.	L2.3.1 Develop SMART personal development goals. L2.3.2 Create a detailed action plan including timescales and resources.
LO4 Be able to review progress and development of skills	L1 4.1 Review progress towards personal development goals. L1 4.2 Identify skills developed through activities.	L2 4.1 Evaluate progress towards personal development goals. L2 4.2 Explain how skills developed can be applied to future learning or work.

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 Personal development planning include Exploring career pathways, Overcoming barriers, Work experience, Teamwork, Applying for jobs, Interview confidence and techniques, Working in Wales and Building a growth mindset. These units complement each other by developing self-awareness, resilience, and practical skills needed for personal, learning, and work-related growth.

There may also be links to other WJEC qualifications including GCSE Business.

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	• explore their own skills, interests and experiences • recognise activities they enjoy or feel confident doing • identify past experiences from everyday life, learning or activities • communicate basic information about themselves using appropriate methods. For Level 1 and 2 learners: • reflect on their personal skills, interests and experiences • consider how experiences have contributed to skill development • explore links between personal skills and learning, work or life goals • develop awareness of how interests influence choices and motivation.

LO2	• become aware that skills and abilities can be improved • identify simple areas they would like to develop • reflect on feedback from others to support self-awareness – e.g. verbal feedback from a teacher, short written comments on a worksheet or activity, verbal feedback from a peer during a group activity • recognise personal strengths alongside areas for improvement. For Level 1 and 2 learners: • reflect on personal strengths and areas requiring improvement • use feedback and self-reflection to identify development needs • consider how strengths and weaknesses affect progress • recognise the importance of continuous personal development.
LO3	• understand what a personal goal is • set goals related to their interests or development needs • consider what they want to achieve in the short term • begin to understand the steps needed to reach a goal. For Level 1 and 2 learners: • understand the purpose of goal setting and planning • set realistic and appropriate personal development goals (SMART goals are Specific, Measurable, Achievable, Relevant and Time-bound) • develop action plans to support achievement of goals • consider resources, timescales and possible barriers.
LO4	• participate in practical activities designed to build personal skills • follow instructions and routines during activities • develop confidence, independence and engagement • recognise skills developed through participation. For Level 1 and 2 learners: • monitor progress towards personal development goals • reflect on skills developed through activities and experiences • evaluate the effectiveness of personal development plans • consider how newly developed skills can be applied in future learning, work or life situations.

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:

- tutor-led discussions to explore personal interests and everyday skills
- simple self-assessment activities using checklists, symbols or pictures
- group activities to identify skills used in practical or vocational tasks
- one-to-one or small-group goal-setting activities with tutor support
- role-play activities to practise communication and confidence
- practical tasks linked to vocational areas (e.g. teamwork, following instructions)
- use of visual aids, worksheets or learner journals to record progress
- tutor feedback and encouragement following activities.

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

- structured self-assessment and skills audits linked to vocational pathways
- reflection activities based on work experience, practical tasks or projects
- group discussions exploring employability skills and workplace behaviours
- SMART goal-setting workshops related to progression or career plans
- development of personal action plans linked to vocational learning
- review sessions to reflect on feedback from tutors, peers or employers
- case studies or scenarios based on real workplace situations
- portfolio building activities to evidence skills and personal development.

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 learner worksheets or workbooks
- personal development plans or action plans
- learner journals, logs or reflective diaries
- tutor observation records
- records of professional discussions or questioning
- self-assessment checklists or skills audits
- goal-setting templates or review documents
- feedback records from tutors, peers or employers
- evidence from practical or vocational activities
- witness statements (e.g. from tutors, support staff or supervisors)
- portfolios of evidence (paper-based or digital)
- photographic or video evidence of participation and activities.

Experiences

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

- Learners take part in a short work placement or a realistic simulated workplace activity related to their vocational area. This allows learners to identify and practise personal and employability skills such as teamwork, communication and time management. Learners can reflect on their experiences to identify strengths, areas for development and future goals.
- Learners participate in a volunteering activity or community project, either individually or as part of a group. This helps learners develop confidence, responsibility and interpersonal skills in a real-life setting. Learners can review feedback from others and use the experience to inform Personal development planning.
- Learners engage with employers, apprentices or training providers through talks, workshops or Q&A sessions. These interactions help learners understand the skills and behaviours expected in the workplace. Learners can use this insight to set realistic goals and plan steps towards progression into employment, training or further learning.

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

JISC	https://www.prospects.ac.uk/careers-advice/applying-for-jobs/what-skills-do-employers-want Career tool which helps identify jobs you find purposeful, interesting and rewarding https://www.prospects.ac.uk/job-match
Careers Wales / Gyrfa Cymru	Knowing myself – <i>building self-awareness, what are my strengths, interests, personality traits, preferred learning styles, areas for development.</i> Skills and Strengths – helps young people 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 young people to learn more 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 young people 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.

[Decision-Making Quiz](#) -- quiz to discover your decision-making style and get tips to improve your decision-making.

Exploring my future – *present information on dream job(s) including entry requirements, pathways, education and training options, skills, future demand.*

[Courses and training](#) – guide to choosing subjects, courses, training and apprenticeships.

[Job information](#) – hundreds of job profiles, includes what a job involves, what the pay is like, how to get into the job, future demand and more.

[Subjects](#) – find out what jobs you could do linked to subjects.

[Industries](#) – choose an industry that interests you and explore the jobs you could do.

[Plan your career](#) – find out about career options and plan your career – includes Post-16 and 18 options, apprenticeships, employment, self-employment.

[About Jobs](#) – easy to read information about a range of jobs, aimed at ALN/primary aged pupils.

[About Jobs videos](#) – selection of job profile videos aimed at ALN/primary aged pupils.

Planning my personal development – *creating a personal action plan with steps on how to develop key skills such as communication, confidence, adaptability, teamwork and time management.*

[Skills and Strengths](#) – helps young people 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.

[Skills and what they mean](#) – learn about skills and what they mean – aimed at ALN/primary.

Decision-making skills and taking responsibility – *how to make informed decisions, managing peer pressure and taking accountability.*

[How to make good decisions](#) – information and advice on decision making techniques.

[Decision-making games](#) – decision-making games to find out more about your decision-making style, and improve your decision-making skills.

Groundwork	Groundwork.org.uk
Senedd	Senedd teaching resources – booklets, videos aligned with CfW with a focus on activities to express views and aspirations.
UCAS	https://www.ucas.com/advisers/help-and-training/lesson-activities/lesson-activities-14-16-year-olds – Self reflection and goal setting resources.
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.

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