

Exploring career pathways

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	Exploring career pathways
Suite	Skills for Work
Unit Codes	S657E1 S657E2 S657E3 S657L1 S657L2
GLH	20
Unit Aim	To develop Learners' understanding of different occupational and career pathways, i.e. being able to locate, organise, evaluate and present information when considering the range of opportunities available. Reflect on their own interests, skills and aspirations.
Unit Summary	This unit helps learners explore a range of careers and pathways, developing the skills to locate, organise, evaluate, and present information about jobs, industries, and training opportunities. Learners reflect on their own interests, skills, and aspirations to make informed decisions about future education, training, or employment. For Entry Levels 1, 2 and 3, learners will have a basic awareness of occupations and personal interests. Learners will identify simple job roles, recognise their own skills, and gather straightforward information about careers. For Level 1 and 2, learners will focus on a deeper investigation of career pathways and progression routes. Learners will compare and evaluate occupations, present findings, and reflect critically on strengths, transferable skills, and long-term goals.
Curriculum for Wales	Areas of learning and experience: This unit supports learners' development across several areas of learning, particularly Health and well-being (including the Statements of What Matters: <i>Our decision making impacts on the quality of our lives and the lives of others</i>) and Languages, literacy and communication, by encouraging self-reflection, goal-setting, and exploration of personal interests and strengths. It also links to Humanities through the study of the world of work, industries, and societal trends, helping learners understand the local and global labour market. By investigating real-life career pathways, learners build knowledge and understanding that connects classroom learning to real-world contexts. By widening horizons, this unit supports learners to find out about different occupational and career pathways; to compare what is involved in different options; and to reflect on their own interests, skills and aspirations. Integral and cross-curricular skills: This unit develops the integral skills Creativity and innovation, Critical thinking and problem-solving,

Personal effectiveness, and Planning and organising, through researching careers, interpreting job and industry information, and presenting findings using various formats. Learners analyse different pathways, compare options, and make informed decisions about their future while reflecting on their own interests, strengths, and aspirations. The unit also supports the cross-curricular skills of Literacy, Numeracy, and Digital competence through researching and presenting information, interpreting labour market and career-related data, and using digital tools and online resources to investigate career opportunities.

Cross-cutting themes: This unit promotes cross-cutting themes including Careers and work-related experiences, Diversity, and Local, national and international contexts. Learners consider future career choices in the context of the changing workplace, different industries, and opportunities within their local community and the wider world. The unit also encourages learners to develop an understanding of equality, inclusion, and respect for diversity in the workplace, while reflecting on personal skills, aspirations, and future contribution to society and the wider economy.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment criteria		
	Entry 1	Entry 2	Entry 3
LO1 Know different types of jobs and different sectors of employment	E1 1.1 Point to at least two different types of jobs. E1 1.2 Select one place where people work.	E2 1.1 Recognise at least three jobs from at least two sectors. E2 1.2 State one task involved in each job.	E3 1.1 State four different jobs and their sectors. E3 1.2 Describe one key task for each job.
LO2 Be able to locate and organise basic information about specific jobs or careers	E1 2.1 Find one source of information about a job. E1 2.2 Give one fact about a chosen job.	E2 2.1 Find two sources of information about a job. E2 2.2 State two facts about a chosen job.	E3 2.1 Use at least two sources to find information about two different jobs. E3 2.2 Present the information in a simple format.
LO3 Be aware of their own interests, skills, and aspirations	E1 3.1 Select something they like doing. E1 3.2 Show one thing they are good at.	E2 3.1 Recognise one interest and one skill they have. E2 3.2 State one job that matches their interest or skill.	E3 3.1 Give a description of their own skills and interests using examples. E3 3.2 Suggest a suitable job or pathway that goes with these.
LO4 Be able to present information about a chosen career pathway in a simple format	E1 4.1 Show one piece of information about a job using a picture or word list.	E2 4.1 Present two facts about a job using words or images.	E3 4.1 Present basic information about a chosen job using written or visual methods.

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	Assessment criteria	
	Level 1	Level 2
LO1 Understand a range of jobs and occupational sectors, including related skills and qualifications	L1 1.1 Describe at least four different jobs and the sectors they belong to. L1 1.2 Identify the typical duties for each job. L1 1.3 Identify the qualifications and key skills for each job.	L2 1.1 Research at least three different occupational sectors and their related job roles. L2 1.2 Summarise the qualifications and skills required for each job. L2 1.3 Identify the progression routes for each job.
LO2 Be able to research, select, and organise relevant information about different career pathways	L1 2.1 Use a variety of sources to research career pathways. L1 2.2 Identify relevant information and organise it clearly.	L2 2.1 Use a range of reliable sources to gather in-depth information on different career pathways. L2 2.2 Summarise key findings in a structured format.
LO3 Be able to reflect on personal interests, skills, values and aspirations in relation to career choices	L1 3.1 Reflect on their own interests, strengths, and skills in relation to future employment. L1 3.2 Identify two potential careers that suit their career profile, explaining their choices.	L2 3.1 Analyse their own interests, strengths and development areas in relation to career goals. L2 3.2 Evaluate choices of at least two career pathways, based on self-assessment and research.
LO4 Be able to present findings about career options using appropriate methods and formats	L1 4.1 Present career information clearly using a suitable method. L1 4.2 Use correct terminology when presenting your findings.	L2 4.1 Create a presentation on chosen career pathways. L2 4.2 Present this presentation using appropriate format and terminology.

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 Exploring career pathways include Personal development planning, Jobs of the future, Applying for jobs, Interview and confidence techniques, Work experience, Career creativity, Rights and responsibilities in the workplace, Understanding the changing labour market and Working in Wales. These units complement each other by helping learners develop the practical skills, confidence, and awareness needed to plan and pursue their chosen careers. They provide insight into the evolving world of work, employment rights, and opportunities for growth, ensuring learners are well-prepared for future employment and lifelong career development.

There may also be links to other WJEC qualifications including VCSE Retail and Customer Service.

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	• sectors: education, health, hospitality, public services, transport, arts, construction, retail, business. For Level 1 and 2 learners: • websites for jobs and skills/qualifications: Careers Wales, SACU, Jobs in Wales, Working Wales.

L02	• sources of information: pictures, leaflets, websites, posters • facts about jobs: job-related tasks, tools, settings • simple format for information: table, list. For Level 1 and 2 learners: • sources to research career pathways: careers websites, job boards, interviews • organising information: using a comparison chart or report • organising findings: career profile, job matrix.
L03	• understand self: interests, skills, attributes, working environment preferences. For Level 1 and 2 learners: • interests and skills: self-assessments, questionnaires, skills audits • strengths: helping others, creativity, security, teamwork.
L04	• presenting facts: poster, oral presentation • presenting basic information: poster, PowerPoint, talk. For Level 1 and 2 learners: • methods of presenting career information: written report, slideshow, verbal presentation, digital presentation, self-assessment tools, reflective journals, career action plans • further learning, training, or employment opportunities.

Suggested activities

This gives some suggestions on how the unit can be delivered 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:

- take part in class discussions about different types of jobs and what people do in their work
- match job titles to pictures or descriptions to build understanding of roles across sectors
- invite a guest speaker or employer to talk about their job and answer learners' questions
- complete a simple 'About Me' worksheet to identify personal interests, likes, and skills
- explore job sectors through short videos (e.g. Careers Wales or BBC Bitesize clips)
- go on a local workplace visit or virtual tour to see jobs in action
- create a personal career poster or collage showing jobs they find interesting
- share reflections verbally or in writing on what kind of work they might enjoy and why.

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

- research different job sectors using trusted careers websites (e.g. Careers Wales, National Careers Service)
- complete a skills audit or personal SWOT analysis to identify strengths and development areas
- investigate career pathways, including qualifications, training, and progression routes
- interview an employer, careers adviser, or tutor about local labour market opportunities

- take part in a mock recruitment task, such as creating a simple CV or completing a job application
- analyse job adverts to identify required skills, personal qualities, and qualifications
- develop and present a personal career action plan outlining short- and long-term goals
- reflect on feedback from peers or teachers to refine career choices and next steps.

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:

- tutor observation records confirming learner participation in discussions, visits, or presentations
- learner reflection sheets or journals capturing thoughts on interests, skills, and suitable career options
- completed worksheets or activity sheets, such as 'About Me' profiles, matching exercises, or sector research templates
- photographs of practical activities or displays, e.g. career posters, collages, or project work
- question-and-answer summaries from guest speaker sessions or employer interviews
- printouts or screenshots from online research tasks (e.g. job profiles from Careers Wales or National Careers Service)
- completed skills audits or SWOT analyses identifying personal strengths and areas for development
- career action plans or goal-setting templates outlining learners' short- and long-term aspirations
- CVs, job applications, or mock interview notes produced during simulated recruitment activities
- feedback forms or peer review sheets providing evidence of reflection and evaluation
- evidence of written or oral presentations summarising research into job sectors or career pathways
- certificates of participation or visit reports from workplace visits, virtual tours, or career-related events.

Experiences

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

- Learners spend time visiting a local business, organisation, or vocational setting to observe day-to-day work activities. This helps them see the skills, behaviours, and qualifications needed for different roles in context. Learners can ask questions and reflect on which aspects of the work align with their own interests and career aspirations.
- Invite professionals from various sectors to speak to learners about their roles, career journeys, and training pathways. This gives learners insight into real-life experiences, challenges, and opportunities that cannot always be conveyed through books or online resources. Learners can interact, ask questions, and relate the information to their own skills and aspirations.
- Learners undertake a practical project, such as planning a small event, running a mini-business activity, or creating a portfolio related to a chosen sector. This provides hands-on experience of skills like teamwork, problem-solving, and planning, which are transferable to many careers. Reflection on the project allows learners to connect their performance and choices to potential future career pathways.

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	Summary of resources/support provided 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. Job information – 100s 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. 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. CareersCraft on Minecraft - an interactive way for learners to explore careers topics; 6 landmarks linked to Areas of the Curriculum for Wales and 2 landmarks linked to different industries.
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	Plan your career – find out about career options and plan your career – includes Post-16 and 18 options, apprenticeships, employment, self-employment. Courses and training – guide to choosing subjects, courses, training and apprenticeships. Future Jobs Wales – explore Wales’ regions and industries. Learn what jobs you could do, now and in the future. 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. Courses and training – guide to choosing subjects, courses, training and apprenticeships. Skills to Succeed Academy includes 6 bite-size online modules on Choosing a Career – modules explore what a career really means and how to make the best career choices for you.
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.
1 Step North	Careers in 360 www.careersin360.com – an interactive virtual experience across different sectors (available in English and in Welsh). www.careersin360.com. Careers in 360 is an interactive 360 degree exploration platform where users can explore a large variety of career roles which have been placed in real world environments. The key features are: • The platform is free and bilingual • There are 23 different sector doorways where users can explore over 120* locations.

	• There are over 500* different role profiles placed within the platform and multiple day 'in the life' videos embedded across the platform. • The platform also contains a 'Personal Interest Explorer' survey to help in guiding the user around the platform. • The types of roles are mixed throughout the platform (for example a HR manager may be placed in the Construction sector) to help remove traditional stereotypical barriers and broaden horizons. • All career roles have a colourful 1-page PDF which provides a concise summary of the role and educational requirements. All information has been sourced from Careers Wales or the National Careers Service websites. Links to find out more detailed information on each role is provided. • Careers in 360 is directly linked to the Expoverse Wales platform. This platform is a business expo where there are 16 sector doorways, showcasing 10 businesses and organisations per sector across Wales. Each has a virtual interactive showcase stand further highlighting their sector and opportunities available, providing the learner with the potential to explore real opportunities with employers across Wales. *These numbers are correct as of May 2026 but will grow as usage increases.
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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