

Career Creativity

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Career Creativity' suite of units has been designed 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.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding Work	Recognise types of work	Identify types and ways of working	Describe work types and patterns	Describe working models	Analyse working models
Ways of Working	Recognise activities	Identify ways of working	Describe ways of working	Describe opportunity creation	Analyse opportunity creation
Self-Awareness	Identify likes	Identify interests and strengths	Describe skills and interests	Describe skills and goals	Analyse skills and aspirations
Creativity in Careers	Express simple preference	Match interests to ideas	Generate work ideas	Develop a work idea	Develop innovative opportunity
Planning	—	—	Explore ideas	Create a simple plan	Produce a structured plan
Opportunity Creation	—	Recognise possibilities	Explore ideas	Describe how opportunities are created	Plan creation of opportunity
Presentation	Share simple idea	Describe idea	Present idea	Present idea and plan	Present structured proposal
Evaluation	Indicate preference	Say what they like	State simple choices	Reflect on strengths and improvements	Evaluate feasibility and refine
Cognitive Demand	Identify / take part	Identify / describe	Describe / generate	Explain / plan	Analyse / evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

This unit must be delivered in a way that:

- supports learners to explore creative possibilities for future work
- encourages imagination, aspiration, and personalisation
- provides opportunities for active, practical, and creative learning

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have experience in:
 - careers education, enterprise, or creative learning
- be able to:
 - support learners in exploring ideas
 - facilitate discussion and creative thinking
 - guide planning and reflection.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Materials

- worksheets or templates for:
 - idea generation
 - planning
 - reflection.
- visual materials showing:
 - different types of work
 - examples of creative careers.

Creative Resources such as:

- paper, pens, card
- digital tools (if available).

Optional Resources

Access to guest speakers, case studies, and digital research tools.

In addition, audio-visual recording equipment could be used to support capture of evidence and quality assurance.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Career Creativity at Entry Level 1 should include:

Type of Assessment	Examples of Tasks
Matching	Match pictures of jobs or activities (e.g., helping, making, drawing) to descriptions.
Picture Selection	Select a job or activity they like from images or objects.
Pointing / Identifying	Point to types of work or activities when named.
Role Play	Take part in simple role play (e.g., pretending to be a builder, artist, helper).
Simple Practical Task	Take part in a creative activity linked to work (e.g., drawing a job they like).
Single-statement Response	Say or indicate a job or activity they would like to do.

Entry Level 2

Assessment of Career Creativity at Entry Level 2 should include:

Type of Assessment	Examples of Tasks
Matching	Match pictures of jobs or activities (e.g., helping, making, drawing) to descriptions.
Picture Selection	Select a job or activity they like from images or objects.
Pointing / Identifying	Point to types of work or activities when named.
Role Play	Take part in simple role play (e.g., pretending to be a builder, artist, helper).
Simple Practical Task	Take part in a creative activity linked to work (e.g., drawing a job they like).
Single-statement Response	Say or indicate a job or activity they would like to do.

Entry Level 3

Assessment of Career Creativity at Entry Level 3 should include:

Type of Assessment	Examples of Tasks
Labelling	Label features of a work idea (e.g., tasks, tools, skills).
Short Written / Oral Response	Describe interests, skills, and possible work ideas.
Creative Task	Create a drawing, mind map or poster showing a work idea.
Practical Activity	Explore a work idea through role play or project activity.
Presentation Task	Present a simple work idea to others.
Reflection Task	State choices made and why the idea was selected.

Level 1

Assessment of Career Creativity at Level 1 should include:

Type of Assessment	Examples of Tasks
Description Task	Describe how people create opportunities (e.g., starting small business).
Short Written Task	Describe own skills and interests.
Planning Task	Produce a simple plan to develop a work idea.
Practical / Creative Task	Develop and present a work idea (e.g., poster, slides, visual plan).
Presentation	Present a work idea and plan to others.
Reflective Task	Describe strengths and areas for development.

Level 2

Assessment of Career Creativity at Level 2 should include:

Type of Assessment	Examples of Tasks (Career Creativity L2)
Research Task	Explore different ways people create opportunities (e.g., freelancers, entrepreneurs).
Comparison Task	Compare different working styles or opportunity types.
Analytical Task	Analyse own skills, interests, and goals.
Planning Task	Produce a structured plan to create a work opportunity.
Practical Task	Develop a detailed creative work idea or proposal.
Presentation	Present a structured idea and plan (e.g., pitch, proposal, portfolio).
Evaluation Task	Evaluate the feasibility of the idea and suggest improvements.

Unit Content

Entry Level 1

Unit Title: Career Creativity

Unit Reference Number: CBM211

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

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.

Principles of Progression

Progression step 1 - I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know different types of work people do	1.1 Identify different types of work
	1.2 Identify what people do in different types of work
2. Know own interests and preferences	2.1 Identify things they like doing
	2.2 Identify a type of work they like
3. Be able to share ideas about future work	3.1 Explore creative work ideas
	3.2 Share an idea about work they would like to do

Indicative Content

LO1 AC 1.1 Learners could include e.g.,

- helping roles
- making things
- creative roles
- using pictures
- role play or discussion.

AC 1.2 This could include e.g.,

- making
- helping
- building
- drawing or fixing.

LO2 AC 2.1 This could include e.g.,

- drawing
- building
- helping others
- using tools
- performing.

AC 2.2 Learners must identify a preferred type of work, linked to their interests, including imaginative or aspirational choices.

LO3 AC 3.1 Learners participate in creative activities, e.g.,

- role play
- dressing up
- matching
- sorting work ideas.

AC 3.2 This could include e.g., naming, pointing, or describing a preferred role or activity.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Links to the Four Purposes	Purpose 1 – Ambitious, capable learners who are ready to learn throughout their lives.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to consider their dream job in the context of local, national and international employment needs and requirements.

Entry Level 2

Unit Title: Career Creativity

Unit Reference Number: CBM212

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

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.

Principles of Progression

Progress step 2-I can use single and multi-clause sentences.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Explore different ways of working	1.1 Identify different types of work
	1.2 Identify different ways people work
2. Explore own interests and strengths	2.1 Identify own interests
	2.2 Identify strengths linked to activities
3. Be able to develop ideas about future work	3.1 Match own interests to types of work
	3.2 Identify creative work ideas
	3.3 Describe a job or work idea they would like

Indicative Content

LO1 AC 1.1 Learners must identify a range of work types, including creative, practical and service roles.

AC 1.2 could include e.g.,

- working indoors or outdoors
- alone or with other
- making, performing or helping.

Indicative Content

LO2 AC 2.1 Learners must identify at least two interests, e.g., creative, practical, social or active tasks.

AC 2.2 Learners must identify at least two simple strengths, e.g., being creative, helpful, careful, organised or confident.

LO3 AC 3.1 Learners must match their interests to suitable or imaginative work ideas, including non-traditional options.

AC 3.2 Learners identify creative activities to explore a range of creative work ideas, e.g. designing, role play, or simple project tasks.

AC 3.3 Learners must be able to provide a simple description of a preferred or “dream” job, including what they would do.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Links to the Four Purposes	Purpose 1 – Ambitious, capable learners who are ready to learn throughout their lives.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to consider their dream job in the context of local, national and international employment needs and requirements.

Entry Level 3

Unit Title: Career Creativity

Unit Reference Number: CBM213

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

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.

Principles of Progression

Progression step 3 - I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand different ways of working	1.1 Explain types of work and roles
	1.2 Outline different ways of working
2. Understand own interests and skills	2.1 Describe own interests and skills
	2.2 Explain how interests and skills link to work ideas
3. Be able to develop a creative work idea	3.1 Generate ideas for work they would like to do or create
	3.2 Use creative methods to explore a work idea
	3.3 Present a work idea

Indicative Content

LO1 AC 1.1 Learners must explain describe a range of work types, including:

- creative
- practical
- service
- digital roles.

AC 1.2 Learners must outline working patterns, e.g.,

- working for yourself
- working in a team
- freelance
- project-based work.

LO2 AC 2.1 Learners must describe their interests and skills, including skills they are still learning / developing e.g.,

- creative
- communication
- digital skills
- vocational or practical skills.

AC 2.2 Learners must explain how their interests connect to both realistic and imaginative work ideas.

LO3 AC 3.1 Learners must generate a range of ideas, including combining interests or creating new possibilities.

AC 3.2 Creative methods could include e.g.,

- drawings
- mind maps
- role play
- simple research.

AC 3.3 Learners must present a chosen idea, including what the work involves and why it suits them.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Links to the Four Purposes	Purpose 1 – Ambitious, capable learners who are ready to learn throughout their lives.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to consider their dream job in the context of local, national and international employment needs and requirements.

Level 1

Unit Title: Career Creativity

Unit Reference Number: CBM214

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

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.

Principles of Progression

Progression step 4 - I can use my experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches when required.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand different ways of working and creating opportunities	1.1 Describe different ways of working
	1.2 Outline ways people can create their own opportunities
2. Understand own skills, interests, and goals	2.1 Describe own skills and interests
	2.2 Explain how these relate to work ideas
3. Be able to develop a creative work idea	3.1 Generate creative work ideas
	3.2 Create a plan to develop the work idea
	3.3 Present a work idea and plan
4. Be able to reflect on a work idea	4.1 Describe strengths of the work idea
	4.2 Identify areas for own development to work towards the idea

Indicative Content

LO1 AC 1.1 Learners must describe at least three ways of working e.g.,

- employment
- self-employment
- freelance
- part-time or project work.

Descriptions must include key features, benefits and considerations.

AC 1.2 Learners must outline ways that people can create opportunities e.g.,

- starting a small business
- offering services
- combining skills
- building a creative network.

LO2 AC 2.1 Learners must describe personal strengths and interests, including transferable skills such as teamwork or creativity.

AC 2.2 Learners must explain how their skills and interests connect to possible work ideas, including creative or self-directed roles.

LO3 AC 3.1 Learners must generate at least three ideas and select a realistic or aspirational work idea, including “dream job” concepts.

AC 3.2 Learners must create a simple plan, including steps such as developing skills, gaining experience, or starting small.

AC 3.3 Learners must present their idea and plan, e.g., through a poster, presentation or discussion.

LO4 AC 4.1 Learners describe positive aspects, e.g., suitability, interest or feasibility.

AC 4.2 Learners identify what they need to develop to be able to work towards their dream job, e.g. skills needed or steps to develop further.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Links to the Four Purposes	Purpose 1 – Ambitious, capable learners who are ready to learn throughout their lives.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to consider their dream job in the context of local, national and international employment needs and requirements.

Level 2

Unit Title: Career Creativity

Unit Reference Number: CBM215

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

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.

Principles of Progression

Progression step 5 - I can independently undertake a range of full and thorough enquiries, selecting the most effective approach and justifying my methodologies.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand different ways of working and creating opportunities	1.1 Analyse different ways of working
	1.2 Describe how opportunities can be created
2. Understand how skills and interests influence opportunities	2.1 Analyse own skills, interests, and goals
	2.2 Evaluate how these influence work ideas
3. Be able to develop and plan a creative work opportunity	3.1 Develop a creative work idea
	3.2 Produce a structured plan to create the opportunity
	3.3 Present the work idea and plan
4. Be able to evaluate a work opportunity plan	4.1 Evaluate the strengths and limitations of the plan
	4.2 Suggest improvements to the plan

Indicative Content

LO1	AC 1.1 Learners must analyse at least three different working models, e.g., employed, self-employed, freelance or portfolio careers, including advantages and challenges. AC 1.2 Learners must describe how people create opportunities, e.g., starting a business, combining skills, identifying gaps or using digital platforms, building networks of contacts.
LO2	AC 2.1 Learners must analyse their strengths, interests and aspirations, including transferable skills. AC 2.2 Learners must evaluate how their profile shapes possible opportunities, including realistic and aspirational pathways.
LO3	AC 3.1 Learners must develop a detailed idea, based on interests, skills and opportunities, including innovative or combined roles. AC 3.2 Learners must produce a structured plan, including steps such as skill development, experience, networking or small-scale implementation. AC 3.3 Learners must present a clear and structured outcome, e.g., presentation, proposal or portfolio.
LO4	AC 4.1 Learners evaluate feasibility, strengths and potential barriers, e.g., skills gaps, resources or time. AC 4.2 Learners suggest realistic improvements, e.g., alternative approaches, additional steps or support needed.

Area of Learning Experience	Humanities
Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Links to the Four Purposes	Purpose 1 – Ambitious, capable learners who are ready to learn throughout their lives.
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to consider their dream job in the context of local, national and international employment needs and requirements.