

Personal Development Planning

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 Personal Development Planning suite of units has been designed to develop learners' 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.

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
Knowing self	Recognise some own strengths and interests	Identify own strengths, interests, and experiences	Describe own strengths, interests, and experiences	Review own skills, interests, and experiences	Analyse own skills, interests, and experiences in relation to future aims
Areas for development	Recognise an area to improve	Identify an area for improvement and why it matters	Identify realistic areas for development	Describe areas for development and sources of support	Prioritise areas for development
Goal setting	Choose a simple personal goal	Identify a personal goal	Identify short and long-term personal goals	Set realistic personal development goals	Set and justify realistic personal development goals
Planning and review	Identify one way to work towards a goal	Complete a simple action plan to work towards a goal	Outline steps towards a goal and review progress	Produce a development plan and review progress	Produce, implement, and update a structured development plan
Cognitive Demand	Recognise, choose, communicate	Identify, state, complete	Describe, outline, review	Describe, explain, produce, review	Analyse, justify, implement, 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/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

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

Delivery staff must:

- have experience in personal development, pastoral support or careers-related learning
- be able to support learners in reflection, goal setting and reviewing progress.

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

Physical Resources

Minimal resources are required. Providers should have access to:

- learner profile templates (paper or digital)
- goal-setting and planning templates
- reflective logs or journals
- access to information about education pathways and careers or opportunities (where appropriate at higher levels).

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 of evidence. 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 Personal Development Planning at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selecting	Match strength cards or interest cards to self
Recognition Tasks	Choose strengths, interests, or goals from supported options
Short Verbal / Pictorial Responses	Identify a helper or one way to improve
Supported Discussion	Talk through strengths and goals with a tutor
Profile Sheet	Complete a simple "About Me" sheet with support

Entry Level 2

Assessment of Personal Development Planning at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Written / Verbal Responses	Identify strengths, interests, and areas for improvement
Profile Activity	Complete a supported personal profile
Goal-Setting Task	Choose and state a personal goal
Simple Action Plan	Complete a one-page action plan with action and review point
Discussion / Questioning	Explain why an improvement area matters

Entry Level 3

Assessment of Personal Development Planning at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Description Tasks	Describe strengths, interests, and experiences
Supported Reflection	Explain what has been learned from feedback or experience
Goal-Setting Task	Identify a short-term goal and outline steps
Personal Review Record	Complete a simple review of progress
Discussion / Professional Conversation	Talk through support, progress, and next steps

Level 1

Assessment of Personal Development Planning at Level 1 should include:

Assessment Type	Examples of Tasks
Personal Profile Task	Produce a short personal profile covering skills, interests, and experiences
Goal-Setting Task	Set a goal and explain why it is suitable
Planning Task	Produce a one-page development plan
Evidence Log / Record	Show actions taken towards the goal
Review Task	Complete a short review of progress and next steps
Professional Discussion	Discuss profile, goal, and review with tutor/assessor

Level 2

Assessment of Personal Development Planning at Level 2 should include:

Assessment Type	Examples of Tasks
Analytical Self-Assessment	Analyse skills, interests, and experiences against future aims
Goal setting and Justification Task	Set goals and justify why they matter
Structured Development Plan	Produce a plan with actions, support, timescales, and review points
Evidence Record	Provide evidence of actions taken
Review / Evaluation Task	Evaluate progress and update the plan
Professional Discussion	Discuss decisions, progress, and revisions to the plan

Unit Content

Entry Level 1

Unit Title: Personal Development Planning

Unit Reference Number: CBM166

Level: Entry Level 1

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 1 - I can make decisions based on what I like and dislike.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know some of own strengths and interests	1.1 Identify own strengths from given material
	1.2 Identify own interests from given material
2. Know areas for personal improvement	2.1 Identify an area they would like to improve
	2.2 Identify a person who could help them improve
3. Be able to identify a simple personal goal	3.1 Choose a simple personal goal from given options
	3.2 Communicate the goal and one way to work towards it

Indicative Content	
LO1	AC 1.1 Learners identify a minimum of three strengths from supported material such as picture cards, statements, teacher prompts or a simple profile sheet. Strengths could include being helpful, friendly, careful, good at drawing, listening well, or working with others. AC 1.2 Learners identify some interests or likes from supported options. These could include sport, music, art, animals, practical tasks, digital activities, or helping others. Evidence may be verbal, gestural, pictorial or through AAC.
LO2	AC 2.1 Learners identify one area for improvement from supported material. This could include speaking more confidently, being more organised, finishing tasks, working with others, or trying something new. AC 2.2 Learners identify one appropriate source of support such as a parent, carer, teacher, tutor, support worker or friend.
LO3	AC 3.1 Learners choose one realistic short-term goal from supported choices. Goals could relate to confidence, organisation, communication, attendance, independence or learning a new skill. AC 3.2 Learners communicate their chosen goal and one simple action to help achieve it. For example: "I want to be more confident" and "I will answer one question in class."

Area of Learning Experience	Health and Well-being
Statement of What Matters	Our decision-making impacts on the quality of our lives and the lives of others
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	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Developing a personalised plan for development and for new skills ensures that learners are prepared for future changes and can develop and adapt to sustain their contribution to society and the workplace.

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights	Supports the learner to make informed changes and their rights to set goals, develop their skills and lead a fulfilling life.

Entry Level 2

Unit Title: Personal Development Planning

Unit Reference Number: CBM167

Level: Entry Level 2

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 2 - I can make decisions based on what I know.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know own strengths, interests and experiences	1.1 Identify own strengths
	1.2 Identify own interests or achievements
2. Know areas for development	2.1 Identify an area for improvement
	2.2 State why this area is important
3. Be able to plan for personal development	3.1 Identify a personal goal
	3.2 Complete a simple action plan

Indicative Content

LO1	AC 1.1 Learners identify at least three strengths relevant to school, home or social contexts. Examples could include being punctual, kind, creative, practical, determined, or able to follow instructions. AC 1.2 Learners identify interests, achievements or experiences such as taking part in a club, helping at home, completing a class task, attending regularly, or learning a practical skill.
LO2	AC 2.1 Learners identify one clear area for development such as organisation, confidence, teamwork, concentration, or using digital tools.

	AC 2.2 Learners should state why the area matters. For example, improving organisation may help them be ready for lessons, or improving confidence may help them speak to others.
LO3	AC 3.1 Learners identify one realistic short-term goal linked to their improvement area. AC 3.2 Learners complete a basic action plan for one goal. The plan should include what they want to improve, what action they will take, and when they will review it.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Our decision-making impacts on the quality of our lives and the lives of others
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	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Developing a personalised plan for development and for new skills ensures that learners are prepared for future changes and can develop and adapt to sustain their contribution to society and the workplace.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Supports the learner to make informed changes and their rights to set goals, develop their skills and lead a fulfilling life.

Entry Level 3

Unit Title: Personal Development Planning

Unit Reference Number: CBM168

Level: Entry Level 3

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 3 - I can make considered decisions, taking into account available information, including past experiences.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know own skills, interests and experiences	1.1 Describe own strengths and interests
	1.2 Explain own skills or experiences gained in different situations
2. Understand what supports personal development	2.1 Identify a person, service or resource that can support development
	2.2 Explain how feedback or experience can help improvement
3. Be able to set and review personal goals	3.1 Identify a short-term personal goal
	3.2 Outline steps or resources needed to work towards the goal
	3.3 Review progress towards the goal

Indicative Content

LO1 AC 1.1 Learners describe strengths and interests in simple sentences. Strengths may include communication, creativity, reliability, helping others, practical ability, or resilience. Interests may include hobbies, preferred subjects, sports, arts or community activities.

	AC 1.2 Learners explain skills or experiences gained at school, home, community activities or informal settings. Examples could include teamwork from sport, responsibility from caring tasks, or digital skills from media activities.
LO2	AC 2.1 Learners identify relevant support, such as a teacher, mentor, careers adviser, family member, club leader, website, or college open day. AC 2.2 Learners explain how feedback, practice or new experiences can help them improve. For example, tutor feedback may improve presentation skills, or volunteering may build confidence.
LO3	AC 3.1 Learners identify one realistic short-term goal linked to their current needs or future interests. AC 3.2 Learners outline simple steps, support or resources needed, such as practising weekly, asking for help, attending a club, or using online materials. AC 3.3 Learners review what progress has been made, what has gone well, and whether any next steps are needed.

Area of Learning Experience	Learners communicate their chosen goal and one simple action to help achieve it. For example: "I want to be more confident" and "I will answer one question in class."
Statement of What Matters	Our decision-making impacts on the quality of our lives and the lives of others
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	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Developing a personalised plan for development and for new skills ensures that learners are prepared for future changes and can develop and adapt to sustain their contribution to society and the workplace.

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights	Supports the learner to make informed changes and their rights to set goals, develop their skills and lead a fulfilling life.

Level 1

Unit Title: Personal Development Planning

Unit Reference Number: CBM169

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 4 - I can research, examine and evaluate a range of evidence to make considered and informed decisions.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand own personal profile	1.1 Describe own skills, interests, and experiences
	1.2 Identify areas for development
2. Be able to set personal development goals	2.1 Set a personal development goal
	2.2 Explain why the goal is appropriate
3. Be able to plan and review personal development	3.1 Produce a simple development plan
	3.2 Carry out actions towards the goal
	3.3 Review progress and identify next steps

Indicative Content

LO1	AC 1.1 Learners describe their current personal profile using at least three examples from different contexts. This must cover skills, interests and experiences. This may include communication, teamwork, creativity, digital skills, practical skills, hobbies, achievements, volunteering or responsibilities.
	AC 1.2 Learners identify at least two realistic development areas that follow logically from their profile. These could include time management, confidence,

	organisation, independence, presentation skills, or subject-specific development.
LO2	AC 2.1 Learners set one realistic and relevant goal related to their next stage of development. AC 2.2 Learners explain why the goal suits their current profile, interests or future aspirations.
LO3	AC 3.1 Learners produce a simple development plan for one goal. The plan must include actions, support/resources, and a timescale or review point. AC 3.2 Learners carry out agreed actions from the plan, such as attending, practising, researching, asking for support, or completing tasks. AC 3.2 Learners review what has been achieved, any barriers, and the next steps needed.

Area of Learning Experience	Health and wellbeing
Statement of What Matters	Our decision-making impacts on the quality of our lives and the lives of others
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	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Developing a personalised plan for development and for new skills ensures that learners are prepared for future changes and can develop and adapt to sustain their contribution to society and the workplace.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Supports the learner to make informed changes and their rights to set goals, develop their skills and lead a fulfilling life.

Level 2

Unit Title: Personal Development Planning

Unit Reference Number: CBM170

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

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.

Principles of Progression

Progression step 5 - I can set appropriate goals, plan a course of action and overcome challenges to achieve them.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how personal profile informs development	1.1 Analyse own skills, interests, and experiences in relation to future aims
	1.2 Prioritise areas for development
2. Be able to set and justify personal development goals	2.1 Set realistic personal development goals
	2.2 Justify how the goals support future development
3. Be able to plan, implement and review personal development	3.1 Produce a structured development plan
	3.2 Use the plan to work towards a goal
	3.3 Evaluate progress and update the plan

Indicative Content

LO1 AC 1.1 Learners analyse how their current profile relates to future learning, work or personal aims. This should show links between what they can already do and what they want to do next.

	AC 1.2 Learners prioritise the most important areas for development, showing that some areas are more significant than others for their future progress.
LO2	AC 2.1 Learners set at least three realistic goals appropriate to their stage and future direction. AC 2.2 Learners justify why the chosen goals are useful and relevant, linking them to progression, independence, confidence, study, work or wider personal growth.
LO3	AC 3.1 Learners produce a structured plan that includes actions, support/resources, timescales and review arrangements. AC 3.2 Learners implement planned actions and show evidence of working towards the goal. AC 3.3 Learners evaluate how successful the plan has been, identify strengths and barriers, and update the plan where appropriate.

Area of Learning Experience	Health and wellbeing
Statement of What Matters	Our decision-making impacts on the quality of our lives and the lives of others
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	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Developing a personalised plan for development and for new skills ensures that learners are prepared for future changes and can develop and adapt to sustain their contribution to society and the workplace.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Supports the learner to make informed changes and their rights to set goals, develop their skills and lead a fulfilling life.