

Pathways to Employment – Self Development and Wellbeing
Understanding personal identity

Title	Understanding personal identity
Unit Number	6888E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of personal values and beliefs.
Unit Introduction	Having a strong sense of self is a vitally important aspect of positive wellbeing. Understanding one's own personal identity, beliefs and values supports the development of confidence, resilience and self-esteem, which in turn supports feelings of success and achievement, encourages aspiration, and contributes to feelings of happiness and wellbeing. Completing this unit will provide learners with the knowledge and skills to understand their own beliefs and values. They will also identify aspects of own personal identity and how these might affect performance at work, at school/college and in their daily lives.

Pathways to Employment – Self Development and Wellbeing
Understanding personal identity

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:	Amplification of Content
LO1 Know what 'personal identity' is	1.1 Define 'personal identity'	Personal identity is how you see yourself as "different" from those around you. Aspects of personal identity might include: • your interests • your likes and dislikes • your talents and abilities • your values and beliefs • your goals.
LO2 Identify aspects of own personal identity and how these might affect performance at work or school/college	2.1 Identify own likes and dislikes and personality traits	The learner will need to identify their own likes, dislikes, and personality traits. They should be able to outline aspects of their personality traits that affect attitudes at work or school/college – for example, being outgoing might help them welcome customers, or having a keen eye for detail might help them spot mistakes.
	2.2 Outline aspects of own personality that affect performance at work or school/college	
LO3 Understand the meaning of values and beliefs	3.1 State the difference between a value and a belief	The learner will need to be able to state the meaning of values and the meaning of beliefs to be able to identify the difference between the two.
	3.2 Identify own personal values	Everyone has their own beliefs and values, so we have not provided a list here. Learners must provide at least four of each.
	3.3 Identify own personal beliefs	

Pathways to Employment – Self Development and Wellbeing

Understanding personal identity

Delivery and Assessment

This unit can be delivered in a number of different ways, and a variety of evidence types can be utilised to demonstrate a candidate's competence. Assessment can use a combination of some, or all these types and it is the responsibility of the assessor to ensure that as wide a range of valid types are used.

- Product evidence
- Questioning
- Project work and assignments
- Learner Statement
- Written work
- Direct observation/ Witness testimony
- Discussion
- Simulated observations
- Log-books

The delivery guidance suggested below is not prescriptive, and learners' attainment will not be measured against these approaches. Any learner evidence that demonstrates success against the assessment criteria given above will be considered appropriate to meet the requirements of the unit.

Delivery Guidance

Target: 1.1 and 2.1

Learners could take this online personality test: [16 Personalities Personality Test](#). They could then read the results and discuss or record in a written reflective log to what extent they agree or disagree with the results.

Evidence for Assessment

Alongside the written evidence, this task could be assessed orally through questioning and discussion (supported by a direct observation). Any reflection could be noted in personal log books.

Pathways to Employment – Self Development and Wellbeing
Understanding personal identity

Delivery Guidance	<i>Target: 2.1 and 2.2</i>
Learners could take part in a discussion OR devise an individual presentation about how different personalities respond differently to difficult situations at work. They could then read this scenario and complete the tasks beneath, in pairs: A customer is angry and accuses you of delivering very poor customer service. • create some dialogue to role play the situation. • explain how your own personality is affecting the situation. Via questioning, learners can be asked about the how the dialogue related to the feelings, as well as being probed about the potential effects that their own values and beliefs had on their response to this task.	
Evidence for Assessment	
Observation of the discussion as well as the written work. These tasks could also be assessed orally through questioning and discussion (supported by a direct observation). Any reflection could be noted in personal log books.	
Delivery Guidance	<i>Target: 3.1, 3.2 and 3.3</i>
Learners could work in pairs to search the Internet to find definitions of ‘values’ and ‘beliefs’. The learners might engage in a small group discussion about different beliefs and values that other people might hold, drawing on their own for information. They could then make a list of examples of their own values and beliefs. Via questioning, learners could explain their decision when compiling the list.	
Evidence for Assessment	
Alongside the written evidence, this task could be assessed orally through questioning and discussion (supported by a direct observation). Any reflection could be noted in personal log books.	

Suggested Resources

The following websites offer supporting information for this unit:

[healthline – ‘Who Am I?’ How to Find Your Sense of Self](#)

[Positive Action – Teaching Self-Awareness to Students](#)

[16 Personalities Personality Test](#)

Please note that these resources are external and are therefore subject to changes that are outside of the control of WJEC.