

# ASDAN Employability qualifications Levels 1 and 2

Standards with  
guidance



# Qualification codes

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Level 1 Award in Employability	48	60	600/8016/4
ASDAN Level 1 Certificate in Employability	120	150	600/8005/X
ASDAN Level 2 Award in Employability	48	60	600/8060/7
ASDAN Level 2 Certificate in Employability	120	150	600/8061/9

## Employability qualifications standards with guidance: Levels 1 and 2

Review history		
Date	Change detail	Section
2013	Document created.	All
2015	Updated cover design.	Cover
January 2017	Corrected learning outcome for unit UAG1, 1.3. Corrected aim for OLW2.	UAG1, OLW2
April 2017	Incorrect assessment and evidence for unit OLW1, criterion 1.1.2	OLW1
January 2018	Updated introduction.	Introduction
September 2023	Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. Updated to incorporate current versions of specifications as of July 2023.	All

# Contents

<b>Guidance for assessing Employability</b>	<b>5</b>
Introduction to the qualifications	5
Qualification end dates	5
Structure of the qualifications	6
Unit titles and codes: Level 1	7
Unit titles and codes: Level 2	8
Introduction to the guidance	9
Qualification levels	10
Developing and practising skills for employability	10
Assessment and evidence	10
Route towards achievement	12
Internal moderation	14
External moderation	14
<b>Level 1 Standards with guidance</b>	<b>15</b>
Unit MWS1: Maintaining work standards	16
Unit CE1: Career exploration	22
Unit AJB1: Applying for a job	26
Unit EJO1: Exploring job opportunities	30
Unit LWE1: Learning through work experience	34
Unit ES1: Enterprise skills	38
Unit CWO1: Communicating with others at work	42
Unit CS1: Customer service	46
Unit EBE1: Exploring business and enterprise	52
Unit HSW1: Health and safety in the workplace	58
Unit MPF1: Managing personal finance as an employee	66
Unit OLW1: Opportunities for learning and work	70
Unit OBW1: Overcoming barriers to work	76
Unit PEA1: Participating in an enterprise activity	80
Unit PRL1: Planning and reviewing learning	86
Unit RRW1: Rights and responsibilities in the workplace	92
Unit TP1: Tackling problems	98
Unit TW1: Team working	102
Unit UAG1: Using advice and guidance	108
Unit WWN1: Working with numbers	112

# Contents

<b>Level 2 Standards with guidance</b>	<b>117</b>
Unit WGP2: Working to good practice standards	118
Unit AJB2: Applying for a job	126
Unit LWE2: Learning through work experience	132
Unit ES2: Enterprise skills	138
Unit CS2: Customer service	144
Unit EBE2: Exploring business and enterprise	150
Unit HSW2: Health and safety in the workplace	158
Unit MPF2: Managing personal finance as an employee	164
Unit MW2: Meetings in the workplace	170
Unit OLW2: Opportunities for learning and work	174
Unit OBW2: Overcoming barriers to work	182
Unit PEA2: Participating in an enterprise activity	188
Unit PRL2: Planning and reviewing learning	194
Unit RS2: Research skills	202
Unit TP2: Tackling problems	206
Unit TW2: Team working	212
Unit UAG2: Using advice and guidance	218
Unit ICTW2: Using ICT in the workplace	224

Sample

# Guidance for assessing Employability

## Introduction to the qualifications

ASDAN's Employability qualifications are available at four levels: Entry level 2, Entry level 3, Level 1 and Level 2.

They are accredited by Ofqual, and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications.

The ASDAN Level 1 and Level 2 Employability qualifications are designed to help learners develop the skills needed to become successful employees. The primary purpose of these qualifications is to support them in overcoming barriers to entering work. They are primarily intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. They may also suit those experiencing the workplace for the first time that need to develop employability skills.

## Qualification end dates

The ASDAN Employability qualifications have two end dates:

- Registration end date: last date for registration of learner
- Certification end date: last date for certification of learner

Title and level	Accreditation number	Registration end date	Certification end date
ASDAN Level 1 Award in Employability	600/8016/4	31/08/2024	31/08/2026
ASDAN Level 1 Certificate in Employability	600/8005/X		
ASDAN Level 2 Award in Employability	600/8060/7		
ASDAN Level 2 Certificate in Employability	600/8061/9		

# Guidance for assessing Employability

## Unit titles and codes: Level 1

Unit code	ASDAN code	Unit title	Credit value
J/504/5251	MWS1	Maintaining work standards	3
K/504/5033	CE1	Career exploration	2
L/504/5025	AJB1	Applying for a job	2
T/504/5147	EJO1	Exploring job opportunities	1
T/504/5181	LWE1	Learning through work experience	3
A/504/5151	ES1	Enterprise skills	1
L/504/5140	CWO1	Communicating with others at work	1
L/504/5137	CS1	Customer service	2
K/504/5145	EBE1	Exploring business and enterprise	2
Y/504/5173	HSW1	Health and safety in the workplace	2
A/504/5196	MPF1	Managing personal finance as an employee	2
R/504/5205	OLW1	Opportunities for learning and work	2
L/504/5199	OBW1	Overcoming barriers to work	1
H/504/5208	PEA1	Participating in an enterprise activity	3
F/504/5300	PRL1	Planning and reviewing learning	2
T/504/5214	RRW1	Rights and responsibilities in the workplace	1
J/504/5220	TP1	Tackling problems	2
T/504/5245	TW1	Team working	2
L/504/5249	UAG1	Using advice and guidance	1
Y/504/5254	WWN1	Working with numbers	2

CORE UNITS

# Guidance for assessing Employability

## Unit titles and codes: Level 2

Unit code	Asdan code	Unit title	Credit value
F/504/5250	WGP2	Working to good practice standards	3
D/504/5028	CE2	Career exploration	2
J/504/5024	AJB2	Applying for a job	2
M/504/5180	LWE2	Learning through work experience	3
T/504/5150	ES2	Enterprise skills	1
F/504/5040	CS2	Customer service	3
D/504/5143	EBE2	Exploring business and enterprise	2
L/504/5171	HSW2	Health and safety in the workplace	2
L/504/5185	MPF2	Managing personal finance as an employee	2
F/504/5197	MW2	Meetings in the workplace	3
A/504/5201	OLW2	Opportunities for learning and work	2
J/504/5198	OBW2	Overcoming barriers to work	2
D/504/5207	PEA2	Participating in an enterprise activity	3
R/504/5298	PRL2	Planning and reviewing learning	3
J/504/5217	RS2	Research skills	2
L/504/5218	TP2	Tackling problems	3
M/504/5244	TW2	Team working	3
J/504/5248	UAG2	Using advice and guidance	1
A/504/5179	ICTW2	Using ICT in the workplace	2

CORE UNITS

# Guidance for assessing Employability

## Introduction to the guidance

This guidance focuses on the units that make up the ASDAN Employability qualifications at Levels 1 and 2, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the Level 1 and 2 qualifications, together with a description of the type and quantity of evidence that will help candidates demonstrate that they have met the required standards to achieve the qualification.

The guidance for these units has been written in a format that takes account of feedback received from practitioners and external moderators about previous versions. It emphasises what candidates should know, understand or be able to do independently when tackling a particular unit and identifies when it is appropriate for tutors to provide advice. There are suggestions of suitable activities for assessment, and examples that illustrate the quality and quantity of evidence assessors should expect to show that candidates are clearly meeting the required standard for the level they are working at. The guidance does not address every single assessment criterion; additional information is not provided for criteria that can be easily understood.

The function of the Employability guidance is to:

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements; this has been highlighted in bold where it applies, for example: **1.1.1 Give two examples that show why regular attendance and good timekeeping are important in the workplace.** Candidates must give **two** examples... Where a mandatory requirement has been included, the ASDAN resource sheets (see page 11) have been written to capture this requirement, eg by including two questions or bullet points for two different examples.
- to help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level.



# Guidance for assessing Employability

## Assessment planning

Assessment planning is an important part of the process to ensure that all the requirements of each learning outcome will be fully addressed, and will demonstrate the appropriate knowledge and skills. The plan will indicate how and when the unit will be assessed. In a course or programme of learning consisting of a number of units, it is likely that a range of assessment methods will be used.

An assessment plan should be shared with all assessors and internal moderators while candidates should also be given relevant information. An assessment plan should address most, if not all of the following points. It should:

- provide a calendar or timetable for unit assessment
- name the assessment methods to be used and key pieces of evidence
- allocate units to particular assessors (if appropriate)
- describe how the assessments are to be administered, taking account of practical issues
- note arrangements that need to be made to take account of additional support needs
- describe the measures to be taken to ensure that the evidence produced is authentic and current
- describe how and when requirements for record-keeping and quality assurance processes will be met

## Mandatory requirements and evidence

It is important to note that there are mandatory requirements within the guidance which must be met. These include the requirement for more than one example of an activity to be completed, for example, or for an activity to be completed over a specific period of time.

Assessment checklists must be downloaded from the members area of the ASDAN website. The checklists must be signed and dated by the candidate, the assessor and the internal moderator to confirm that the evidence is authentic and meets the standards.

## ASDAN resources for assessment (optional)

Resource sheets and unit activities have been developed by ASDAN to help candidates generate appropriate and focused evidence. These can be downloaded from the members area of the ASDAN website and are available in PDF and Word formats. Brief guidance on how they should be completed is included with the sheets and they can be adapted to meet the needs of individuals and groups, eg to increase accessibility for candidates or focus on a specific context. Use of these evidence-gathering resource templates is strongly recommended, but they do not have to be used if equivalent evidence is provided in other ways.

# Guidance for assessing Employability

## Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
<p>Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.</p>	<p>Tutors guide candidates on the choice of units and practice activities to develop their skills.</p> <p>Tutors provide feedback on skills development.</p>	
<p>Candidates undertake activities that will allow them to meet the requirements of the chosen assessment units. As they carry out the activities they complete the appropriate resource sheets.</p> <p>Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/ audio recordings.</p> <p>Candidates organise all of their evidence in a portfolio and include blank assessment checklists.</p>	<p>Tutor guide candidates in choosing appropriate activities to evidence the selected assessment units and on completing the resource sheets.</p> <p>Tutors/other relevant people complete observation checklists and witness statements.</p> <p>Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.</p>	<ul style="list-style-type: none"> <li>• Completed ASDAN resource sheets, which are available to registered centres in the members area of the ASDAN website.</li> <li>• Supplementary evidence to support the resource sheets</li> </ul>

# Guidance for assessing Employability

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Following internal assessment, candidates provide additional evidence, if required.	<p><b>Internal assessment</b></p> <p>For each assessment unit, tutors/assessors judge each candidate's evidence against the learning outcomes and assessment criteria.</p> <p><b>Internal moderation</b></p> <p>A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation.</p> <p>Feedback is given to assessors.</p>	<p>Assessment checklists that reference the evidence for each unit and identify where it can be found in the portfolio.</p> <p>Assessment checklists must be signed off by the candidate, the assessor and the internal moderator.</p>
<b>External moderation</b>		

# Unit CE1:

## Career exploration

### Introduction

This unit is about understanding the processes that are involved in working towards a career goal. When candidates have completed the unit they should know how to find out about a particular career pathway, be able to consider their own suitability for a particular career and make effective use of a careers interview to decide what they need to do next.

### At this level...

A Level 1 candidate should understand what is meant by a career goal and should be capable of being proactive when exploring possible career options.

Candidates should be able to independently identify a career goal appropriate to their own situation and justify their choice. Candidates should be able to recognise the difference between skills and qualities, and differentiate between vocational/technical skills and interpersonal skills (eg communication skills). At Level 1, candidates should be capable of using this information when conducting a self-assessment of their skills and qualities in the context of a particular career.

A Level 1 candidate may make arrangements for a careers interview themselves or the interview may be arranged for them. Candidates can be assisted in preparing for the interview (eg in thinking about what they hope to find out) and they may be given direction in relation to which documents it might be helpful to take with them.

Having attended the careers interview, the candidate should be capable of identifying the key information obtained and should be able to independently decide on their next steps. Candidates should be capable of describing the link between their next steps and what they found out at the interview (eg one of their next steps could be to contact the after-school club at a local primary school because of information received at the interview about the value of relevant voluntary work when applying for childcare courses).

# Unit CE1:

## Career exploration

<b>Aim</b>	To enable learners to show they understand what is required to work towards the achievement of a career goal.		
<b>Level</b>	1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1.1 Be able to identify a career goal and explore routes to achieving the goal	1.1.1 Describe what it means to 'have a career' 1.1.2 Identify a career goal of interest and give reasons for the choice 1.1.3 Identify different routes to achieve the career goal 1.1.4 State what are the advantages and disadvantages of the different routes
1.2 Be able to identify skills and qualities appropriate to a chosen career	1.2.1 Identify the vocational skills appropriate to a chosen career 1.2.2 Identify the interpersonal skills appropriate to the career 1.2.3 Identify qualities needed to be successful in the career 1.2.4 Compare own current skills and qualities with those identified
1.3 Be able to prepare for a career interview	1.3.1 Agree arrangements for a careers interview 1.3.2 Agree the purpose of the interview 1.3.3 State what information it would be helpful to get from the interview 1.3.4 Identify documents that may be helpful to take to the interview
1.4 Be able to review the outcomes of a career interview	1.4.1 Identify key information gained from the interview and any information still needed 1.4.2 Identify next steps 1.4.3 State how information from the interview helped with deciding on next steps

# Guidance for Level 1: Career exploration (CE1)

## Assessment and evidence

**1.1.1 Describe what it means to have a career.** Candidates should show they understand that 'having a career' involves someone doing different jobs and having different roles during their working life. There is usually some element of progression, ie it is not just about getting and keeping one job. Candidates could be encouraged to talk to family, neighbours, and staff in the organisation to develop their understanding.

**1.1.2 Identify a career goal of interest and give two reasons for the choice (two reasons).** Candidates must give **at least two** reasons that justify their decision to explore the career goal they have identified.

**1.1.3 Identify different routes to achieve the career goal.** Candidates must show they understand that there are different ways to work towards a particular career. They should give examples of options for their own career goal, eg if they wished to work in childcare they could work in a nursery while going to college one day a week; or they could be at college full-time and gain experience through voluntary work with playgroups and after-school clubs.

**1.1.4 State the advantages and disadvantages of two different routes (two routes: one advantage and one disadvantage of each).** Candidates should have an understanding of **two** possible routes towards their own career goal and should state **one advantage and one disadvantage** for each.

**1.2.1 Identify the vocational skills appropriate to a chosen career (two examples). 1.2.2 Identify the interpersonal skills appropriate to the career (two examples). 1.2.3 Identify qualities needed to be successful in the career (two examples).** Although only **two** valid examples are required to meet each criterion, the candidate should be encouraged to think about the full range of skills and qualities that would be relevant to their selected career path.

**1.2.4 Compare their current skills and qualities with those identified.** Interpersonal skills should be included in the comparison, as well as vocational skills and personal qualities. For example, if the career goal was to work as a teaching assistant, an interpersonal skill, such as communication, should be recognised as important alongside a vocational skill, such as First Aid and a quality, such as patience with children.

**1.3.1 Agree arrangements for a career interview. 1.3.2 Agree the purpose of the interview.** Candidates may make arrangements for a careers interview themselves or the interview may be arranged for them. Discussion of how an interview can help progress their career plans will help a candidate to understand its value and purpose.

**1.3.3 State the information that it would be helpful to get from the interview.** Candidates should be encouraged to identify **at least two** sorts of information and describe how it will help them to decide the next steps towards achieving their career goal, eg if candidates obtain information about different jobs involving working with children, it may influence them to work towards one job rather than another. Similarly, if they find out about particular courses and the related entry requirements, the information may help them focus on achieving minimum grades in certain subjects.

# Guidance for Level 1: Career exploration (CE1)

**1.3.4 Identify documents that it may be helpful to take to the interview.** Candidates can be supported in choosing the documents that might be helpful – these should be appropriate to the individual, eg a personal statement, CV, review record, reference, course certificates or outcomes of own research, such as details of courses of interest.

**1.4.1 Identify key information gained from the interview and any information still needed.** Candidates should pick out the most important information they gained from the interview. It should relate to their goal, such as qualifications needed, entry requirements for courses, job and progression opportunities, and options for different routes that could be taken. Any information still needed should be referenced when deciding on next steps (see 1.4.2).

**1.4.2 Identify next steps.** Candidates must identify their next steps and provide a record of what they have decided. Candidates may decide on their next steps through discussion with an appropriate person, eg a careers adviser, tutor or assessor. This could be evidenced and recorded using a career action plan or brief notes; what is important is that the record is fit for purpose.

**1.4.3 State how information from the interview helped with deciding on next steps.** Candidates' statements should show that they have used information from the interview to inform what they are going to do next, eg they found out about options for voluntary work with children which resulted in them deciding to contact the organiser of a local playscheme.

## Portfolio of evidence

ASDAN provides candidate resource sheets that help candidates to produce evidence that demonstrates their knowledge and understanding and that help to record performance; the use of these sheets is highly recommended. The portfolio should contain supporting evidence cross-referenced to the assessment criteria; as appropriate, this could include:

- Internet printouts of career opportunities with relevant sections highlighted/annotated
- Skills/qualities audit
- Records of interview with a careers adviser, guidance worker, tutor or assessor
- Review records
- Action plans
- Other relevant evidence

The portfolio needs to show that the candidate understands the process of finding out about careers and should contain evidence demonstrating that they have applied this knowledge in relation to a particular career goal that is of interest to them.



# Unit CE2:

## Career exploration

### Introduction

This unit is about understanding the processes involved in exploring and developing a career. Once candidates have completed this unit they should know how to compare different career pathways, consider their suitability for a particular career and plan a learning strategy to achieve their career goals.

### At this level...

A Level 2 candidate should be proactive when exploring opportunities and developing a plan to help towards achieving a career goal. They should be able to acquire an accurate understanding of the important skills and qualities needed for a particular career by interpreting information from different sources.

At this level, candidates should take responsibility for gathering information about career pathways relevant to their interests and should be able to independently identify career options appropriate to their situation. Level 2 candidates should know the difference between skills and qualities, and be able to differentiate between vocational/technical skills and interpersonal skills, eg communication skills. They should be able to make effective use of this information when carrying out a self-assessment of their skills and qualities in the context of a particular career, and should be able to come to realistic conclusions about their strengths and weaknesses.

Candidates can be given assistance to ensure targets are SMART (specific, measurable, achievable, realistic, time-bound) when planning their learning strategy, but otherwise they should take responsibility for the content of their development plan.



# Unit CE2:

## Career exploration

<b>Aim</b>	To enable learners to show they can explore career opportunities and that they understand what is required to work towards the achievement of a career goal.		
<b>Level</b>	2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2.1 Be able to compare career pathways in a chosen occupational sector	2.1.1 Define the concept of career 2.1.2 Identify and retrieve information from a variety of sources about career pathways in a chosen sector 2.1.3 Describe the benefits and disadvantages of different career pathways in the chosen sector
2.2 Understand the skills and qualities needed to be successful in a specific career	2.2.1 Identify a career goal appropriate to own situation 2.2.2 Describe the type of skills needed to function in a specific career 2.2.3 Identify own strengths and weaknesses related to these skills 2.2.4 Describe the personal qualities required to perform effectively in a specific career 2.2.5 Identify own strengths and weaknesses in relation to these qualities 2.2.6 Explain the suitability of career option for self
2.3 Be able to produce a plan to improve skills and qualities needed to be successful in a career	2.3.1 Produce a plan to acquire and/or improve the skills and qualities that are needed to achieve own career goals including: <ul style="list-style-type: none"> <li>• targets</li> <li>• activities</li> <li>• timeline</li> </ul>

# Guidance for Level 2: Career exploration (CE2)

## Assessment and evidence

**2.1.1 Define the concept of career.** Candidates should show they understand that the term 'career' relates to a person's occupations during their entire working life. It is not just about holding one position; it is about doing different jobs and having different roles in the workplace, and often involves working for different companies/organisations over a lifetime.

**2.1.2 Identify and retrieve information from a variety of sources about career pathways in a chosen sector (three sources and two pathways).** Candidates should choose an occupational sector (eg hospitality) and show they can select relevant information about **two** possible career pathways within it (eg chef, hotel manager, conference manager). They must use a variety of information sources (eg websites, books, journals, careers advisers, human resource managers) and must provide evidence of having retrieved information from **at least three** of them.

**2.1.3 Describe the benefits and disadvantages of different career pathways in the chosen sector (two career pathways, one benefit and one disadvantage of each).** Candidates should have an understanding of the merits and downsides of different career options. For example: becoming a chef in one of the best restaurants might have the benefit of high-quality training, but a disadvantage could be the need to move away from their home town; a benefit of being a conference manager might be the constant variety to the work, but a disadvantage could be having to work long hours on a regular basis.

**2.2.1 Identify a career goal appropriate to own situation.** Candidates should identify a career that accurately reflects their aptitude, interests and aspirations. They should do this independently.

**2.2.2 Describe the type of skills needed to function in a chosen career. 2.2.4 Describe the personal qualities required to perform effectively in the chosen career (six skills and personal qualities in total).** Having explored different career pathways, and identified a particular career goal, candidates should describe the skills and qualities appropriate to the path they would like to follow. For example: vocational skills (IT skills, the ability to drive); interpersonal skills (communication, teamwork); personal qualities (patience, enthusiasm).

**2.2.3 Identify own strengths and weaknesses related to these skills. 2.2.5 Identify own strengths and weaknesses in relation to these qualities (six examples overall).** The supervisor/tutor/assessor will need to confirm that the candidate's statements accurately reflect the requirements of the chosen career/sector and the candidate's assessment of their strengths and weaknesses in relation to the requirements.

**2.2.6 Explain the suitability of career option for self.** Candidates should be able to give valid reasons to justify the suitability of the chosen career. For example: making links with personal interests or experience; making connections with their own skills, qualities or personality type; recognising opportunities that a particular career could offer and relating these to personal ambitions/aspirations.

# Guidance for Level 2: Career exploration (CE2)

**2.3.1 Produce a plan to acquire and/or improve the skills and qualities that are needed to achieve own career goals including: targets, activities, timeline.** Having considered their strengths and weaknesses with a particular career in mind, candidates should use their conclusions as the starting point for producing their plan. As a minimum, the plan must include the overall career goal, **at least two** SMART targets with deadlines, and action steps (activities) to show how they will develop the skills and qualities they need to help them pursue a successful career. The activities the candidate identifies in the plan should be chosen to help acquire/improve **at least one** skill, eg teamwork, planning, and **at least one** quality, eg patience, enthusiasm. The plan should **not** be about the practical tasks that need to be completed to gain a qualification or to get a job (ie it's not about tasks such as completing the application process for university or producing a CV). The candidate should be supported in making sure the targets are SMART (specific, measurable, achievable, realistic, time-bound).

## Portfolio of evidence

ASDAN provides candidate resource sheets that help candidates to produce evidence that demonstrates their knowledge and understanding and that help to record performance; the use of these sheets is highly recommended. The portfolio should contain supporting evidence cross-referenced to the assessment criteria; as appropriate, this could include:

- Internet printouts of career opportunities with relevant sections highlighted/annotated
- Skills/qualities audit
- Record of discussion with a careers adviser/guidance worker or tutor
- Action plans, review records
- Plan of activities to develop skills and qualities
- Other relevant evidence

The portfolio needs to show that the candidate understands the process of finding out about careers; it should contain evidence that demonstrates that they have applied this knowledge in relation to a particular career goal of interest to them.

Sample