

**Tracking sheet –** Career Planning

The aim of this unit is to give the learner an understanding of the job search, application and interview process in order to equip them with the skills necessary to progress onto a sustainable job/training opportunity that is suited to their interests. It is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and experience required in that profession.

With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves both, using their CVs or applications, and in person when they get to the interview.

**Level 1**

**Learner name**  **Centre name**

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| **To do this you must** | **Page number** | **Assessment date** |
| 1. Be able to recognise suitable jobs or training opportunities. | | |
| 1.1 Identify sources of careers advice and guidance |  |  |
| 1.2 Give examples of career options relevant to own interests |  |  |
| 1.3 Describe advantages and disadvantages of the identified career options |  |  |
| 1.4 Identify job vacancies or training opportunities relevant to the identified career options |  |  |
| 1. Understand how to apply for jobs or training opportunities | | |
| 2.1 Produce a personal CV in a format appropriate for seeking employment |  |  |
| 2.2 Complete an application form to an appropriate standard for submission |  |  |
| 1. Be able to take part in an interview | | |
| 3.1 List what to consider when preparing for an interview |  |  |
| 3.2 Prepare responses to potential interview questions |  |  |
| 3.3 Take part in a real or simulated interview |  |  |
| 3.4 Identify personal strengths and areas for improvement following an interview |  |  |
| **Assessor feedback** | | |
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| **Declaration** I confirm that the details above are correct, that the evidence submitted is the learner’s own work and that the learner meets all the requirements for the unit: | | |
| Learner Name Assessor Name  Learner Signature Assessor Signature  Date Date | | |