

**Pearson Entry Level 1 Skills for Work
Award, Certificate and Diploma**

**Pearson Entry Level 2 Skills for Work
Award, Certificate and Diploma**

**Pearson Entry Level 3 Skills for Work
Award, Certificate and Diploma**

**Pearson Level 1 Skills for Work Award,
Certificate and Diploma**

**Pearson Level 2 Skills for Work Award,
Certificate and Diploma**

Specification

First teach September 2027

About Pearson

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1 Introducing the qualifications

What are Skills for Work qualifications?

The Skills for Work qualifications enable 14–16-year-old learners in Wales to achieve nationally recognised qualifications by demonstrating a broad range of skills, fostering confidence in navigating the complexities of adult life, learning, and work. They help to shape well-rounded individuals ready for success in both personal and professional spheres.

The Skills for Work qualifications enable learners to develop their skills, knowledge, and understanding to succeed in topics relevant to their personal and societal well-being. With a focus on the application of skills, learners prepare for a future characterised by adaptability, empathy, and civic responsibility.

The qualifications support the four purposes and the cross-cutting themes of Curriculum for Wales are available in Cymraeg and English.

How to use this document

This specification details the key qualification information and unit requirements and must be used in conjunction with the following:

- Teaching and Learning Support document
- Assessment Delivery and Administration Guide.

Pearson also provides an Authorised Assignment Brief (AAB) for each unit, showing an example of the assessment approach including context, level of demand, and alignment with any essential information for assignments.

AABs are available on the Pearson website as Word documents.

AABs are not mandatory. You can:

- use the AAB as an exemplar for how the unit can be assessed
- use it as a starting point and adapt it for a particular level, learner need, context or local need
- use it as a guide, while choosing to write your own assignment brief

Links to all documents listed above can be found on Pearsons website: [Pearson Skills for Life and Work | Pearson qualifications](#)

2 Qualification summary and key information

Qualification levels

Skills for Work qualifications are available at the following levels:

- Entry 1
- Entry 2
- Entry 3
- Level 1
- Level 2

Qualification sizes

Each level has three sizes of qualification:

Qualification Size	Guided Learning Hours	Total Qualification Time
Award	60 GLH	60 TQT
Certificate	120 GLH	120 TQT
Diploma	240 GLH	240 TQT

Qualification titles

Entry 1	
Qualification number	Qualification Title
XYZ	Pearson Entry Level 1 Skills for Work Award
XYZ	Pearson Entry Level 1 Skills for Work Certificate
XYZ	Pearson Entry Level 1 Skills for Work Diploma

Entry 2	
Qualification number	Qualification Title
XYZ	Pearson Entry Level 2 Skills for Work Award
XYZ	Pearson Entry Level 2 Skills for Work Certificate
XYZ	Pearson Entry Level 2 Skills for Work Diploma

Entry 3	
Qualification number	Qualification Title
XYZ	Pearson Entry Level 3 Skills for Work Award
XYZ	Pearson Entry Level 3 Skills for Work Certificate
XYZ	Pearson Entry Level 3 Skills for Work Diploma

Level 1	
Qualification number	Qualification Title
XYZ	Pearson Level 1 Skills for Work Award
XYZ	Pearson Level 1 Skills for Work Certificate
XYZ	Pearson Level 1 Skills for Work Diploma

Level 2	
Qualification number	Qualification Title
XYZ	Pearson Level 2 Skills for Work Award
XYZ	Pearson Level 2 Skills for Work Certificate
XYZ	Pearson Level 2 Skills for Work Diploma

Other key information

Approved ages	14 - 16
First teach date	September 2027
Last registration date	XYZ
Last certification date	XYZ
Assessment	Internal assessment.
Grading information	The qualifications and their units are graded Pass/Fail.

3 Unit summary

Skills for Work units		
Unit	Unit Title	Unit GLH
Exploring self and society		
SfW 1	Fairness and Inclusion in the Workplace	10
SfW 2	Personal Development Planning	20
SfW 3	Sustainable economic development	20
Widening horizons		
SfW 4	Exploring career pathways	20
SfW 5	Jobs of the future	10
Overcoming barriers		
SfW 6	Applying for jobs	20
SfW 7	Building a growth mindset	10
SfW 8	Business finance	10
SfW 9	Interview and confidence techniques	20
SfW 10	Overcoming barriers	10
Exploring opportunities		
SfW 11	Career creativity	20
SfW 12	Customer service	20
SfW 13	Enterprise venture	20
SfW 14	Work experience	20
Developing adaptability and resilience		
SfW 15	Rights and responsibilities in the workplace	10
SfW 16	Understanding the changing labour market	10
SfW 17	Using IT in the workplace	10
SfW 18	Wellbeing and work	10
Welsh in the workplace		
SfW 19	Working in Wales	10

Rules of Combination

There are no mandatory units; learners can choose any combination of units to achieve their qualification.

Learners can combine units across levels, subject to the rules of combination for the award, certificate, and diploma shown in the table below:

Qualification	Rule of Combination
Award (60 GLH)	To achieve an award, a learner must pass units totalling 60 GLH, of which a minimum of 40 GLH must be at or above the level of the qualification.
Certificate (120 GLH)	To achieve a certificate, a learner must pass units totalling 120 GLH, of which a minimum of 80 GLH must be at or above the level of the qualification.
Diploma (240 GLH)	To achieve a diploma, a learner must pass units totalling at least 240 GLH, of which a minimum of 160 GLH must be at or above the level of the qualification.

Learners can only achieve each unit once, at a single level. GLH will only contribute to the overall qualification claim once.

Unit and Qualification Grading

Units and qualifications are graded **Pass/Fail**.

Each unit has assessment criteria for each level (Entry 1, Entry 2, Entry 3, Level 1 and Level 2). As such, each unit can be achieved at any of the aforementioned levels.

Learners who successfully complete all units that contribute to the qualification outcome at a given level will receive a certificate graded **Pass** for that relevant level.

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4 Assessment requirements

The table below gives a summary of the assessment method used in the qualifications.

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

Language of assessment

Learners can be assessed in Welsh or English.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

Internal assessment

All units are internally assessed. Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

Authorised Assignment Briefs

Every unit in our Skills for Life qualifications includes an Authorised Assessment Brief (AAB), which offers an exemplar assessment. Each AAB is designed to help learners specifically meet the unit's assessment criteria.

At Pearson, we aim to provide the most flexible and dynamic approach for assessing your learners' knowledge, skills, and understanding through internal assessments. That's why you can adapt the AAB or devise your own assessments to fit your centres or learners' needs, while maintaining its essential elements and ensuring all mandatory evidence is included.

Our AABs are available on the Pearson website.

Each unit AAB contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Examples of forms of evidence include observation records, witness testimony, and products of learners' work. Learners must provide evidence of their achievement – achievement cannot be inferred from performance. Evidence must be available to the assessor, the internal verifier, and the Pearson Standards Verifier.

Any specific evidence requirements for assessment of a unit are given in the unit's *Essential information for assessment decisions* section.

Assessment of units

To pass each unit, learners must independently show that the assessment criteria for the unit have been met appropriately to achieve one of the levels (E1 to Level 2).

Learners must:

- satisfy the assessment criterion at a specified level by providing sufficient and valid evidence for that level-based criterion
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the unit topic area and assessment
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Assignments:

- can include both practical and written tasks
- are independently completed as a distinct activity after the required teaching has taken place
- require a brief that is issued to learners with a defined start date, a completion date, and clear requirements for the evidence they are required to produce

Learners who do not successfully pass an assignment may be eligible for one resubmission of improved evidence for each assignment submitted at the centre's discretion for the assignment or to retake another assignment.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding, or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification. Evidence of learning must be sufficient, reliable, and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

Teaching Content and Assessment Support

Please see Pearson's teaching content and authorised assignment brief specifically designed for each unit.

5 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 6 Glossary*.

It is compulsory for learners to meet the assessment criterion at a specific level to achieve a pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current, up to date and relates to the legislative context of Wales.

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Unit SfW 1: Fairness and inclusion in the workplace

Purpose and Aim: To develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the features of an inclusive and fair workplace and produce an appropriate plan for developing skills and strategies to support open communication in own setting.	Explain the features of an inclusive and fair workplace and produce a detailed plan for developing skills and strategies to support open communication in own setting.
State the meaning of a fair and inclusive workplace, and list one way to develop own skills to support open communication in own setting.	Outline the key features of an inclusive and fair workplace and ways to develop own skills to support open communication in own setting.	Identify the features of an inclusive and fair workplace and produce a simple plan for developing some skills to support open communication in own setting.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise in simple terms what inclusivity and fairness means. They can give an example of at least one way in which a workplace can be inclusive and/or fair, e.g. respect or equal opportunities. They are able to state at least one example of how they can help support or develop open communication in their own setting, e.g. by using appropriate body language and facial expressions when communicating. Learners will require support and guidance to complete the tasks.

Entry 2

Learners can, with some support, outline at least three different features of inclusivity and fairness, giving a few examples of the features of an inclusive and/or fair workplace, e.g. creating an accessible environment and using, inclusive language. They can also outline two ways that can be used to help support or develop open communication in their setting, e.g. using active listening, appropriate body language and facial expressions. Learners will require prompting and guidance to complete some elements of the tasks.

Entry 3

Learners can, with some minimal guidance or prompting, give at least three specific examples of how workplaces are inclusive and/or fair and produce a simple plan that identifies a few areas for development, and a few basic ideas for activities for developing their (and others') skills to help support and develop open communication in their setting.

Level 1

Learners can describe the key features of inclusive workplaces, supporting their description with at least three or four examples, including why each is important. They should produce an appropriate plan that identifies specific areas for development, and a targeted actions/activities for developing specific skills and strategies to help support and develop open communications and apply this to their own setting.

Level 2

Learners can understand and explain the detailed features of inclusive and fair workplaces, with at least five examples, including why each is important, and the measures employed to achieve this. They recognise the actions and strategies that can be used to help support and develop open communications and apply these

by producing a detailed plan to develop a number of specific skills and strategies they have identified for their own setting.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. Learners respond to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They can complete tasks as instructed when attempting to outline their knowledge.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for less-structured tasks and activities. They can gather information from given simple sources, e.g. simple workplace case studies. They will complete tasks and identify obvious connections.
- Level 1 learners can contribute to group planning and decision-making, identifying potential problems and suggesting solutions. They can perform tasks with guidance but may take on some independent responsibility.
- Level 2 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of given sources. They can organise their findings, present them clearly, and check the accuracy of the information they present.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Human societies are complex and diverse, and shaped by human actions and beliefs.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 2: Personal development planning

Purpose and 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.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the role and importance of personal development and produce a personal development plan including short- and mid-term goals, with realistic and achievable timelines and actions.	Explain the role and importance of personal development and produce a detailed personal development plan including short-, mid- and long-term goals with SMART actions.
State simple facts about personal development and its importance and demonstrate progress towards a given goal.	Outline the role and importance of personal development and demonstrate planning and working towards an agreed goal.	Identify the role and importance of personal development and set goals and actions to improve own skills, producing and working towards a basic plan with timelines.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, state a few simple facts about what personal development is and why it is important, for example, why they might be set a goal and how it could help them in the future. Learners will recognise how to plan for personal development, i.e. make small steps towards achieving the goal. Learners will be able to recognise some of their current skills by using a checklist or simple templates.

Learners will be able to state at least one type of goal, i.e. a short-term goal, and can make simple decisions between multiple-choice options and solve basic problems when working towards a goal they have been given by the teacher. Learners can state the timeframe for the goal and provide at least two simple steps to take to progress towards achieving the goal. During a review, learners should be able to tick off or confirm the completion of steps and state who has helped them.

Learners will require significant support and guidance whilst reviewing their progress towards their goal and creating steps to complete it.

Entry 2

Learners can, with some support, provide an outline of what personal development is and why planning is important. They will use simple language to give basic examples of making improvements, such as improving money management to be able to go to the shops to buy things.

They will give at least two examples of simple strengths and/or weaknesses in order to help them think about their goals. Learners can give at least one type of goal and explain why it is helpful to be realistic and to have a timescale.

Learners can recognise and outline simple short-term goals and agree a goal with support. Learners can choose from multiple-choice options when deciding how to achieve their goal or may be able to create basic tasks to work towards the agreed goal. Learners can outline their goal with some support and guidance and break it down into smaller steps, identifying what has been done and what is yet to be done. They then complete the tasks they have identified to work towards their agreed goal.

Learners will require support and guidance to complete tasks.

Entry 3

Learners can, with minimal support, identify what personal development is and why planning is important.

Learners can identify at least three skills they have and at least two weaknesses, and briefly provide examples. They can identify how setting goals will help them to improve their skills and make simple links to learning for life, education, or work.

Learners can complete a basic mind map with at least three reasons why planning is important and classify examples of short-, mid- and long-term goals with reasons.

Learners can, with minimal guidance, set at least two personal goals based on their skills and aspirations that are broken down into smaller, actionable steps with timeframes. They can plan and prioritise tasks effectively but may need guidance when setting realistic timelines. Learners can communicate their goals clearly and identify the actions they are taking to work towards them. They are capable, with some support, of adjusting their plans if things don't go as expected.

Learners will require some support to complete certain tasks.

Level 1

Learners can describe what personal development is and why planning is important with detailed reasons to support their description.

Learners have a clear understanding of their own skills, strengths, and areas for development and can describe at least three of each. Learners should be able to discuss their skills with others and link these to how they have developed over time. Learners should be able to discuss, with peers, the skills for a chosen job role or career or the next step in education, and identify some similarities. Learners can complete the opportunities and threats in a SWOT analysis, although these may be basic or incomplete.

They can identify what they need to learn or improve to achieve their goals and make informed decisions. Learners can recognise the impact of their actions and are able to solve problems that arise in pursuit of their goals, using strategies to overcome obstacles.

Learners can independently set realistic and specific goals that align with their interests and aspirations. They can break down these goals into clear, actionable steps (of at least two steps) and describe at least two resources and two people needed to achieve them. Learners are able to monitor their own progress and make adjustments to their plans as necessary whilst seeking different sources of information or support. They can communicate their goals and actions clearly to others, whether in a group or individual setting.

Learners can take responsibility for their personal development, reflecting on their progress and making decisions about how to improve. They are accountable for their actions and can review and adjust their plans without significant support. Learners will still seek feedback but are increasingly capable of assessing their own progress and making adjustments on their own.

Level 2

Learners can explain what personal development is and why planning is important, with in-depth reasons. They should be able to explain at least three areas they have developed over time and discuss the skills they have developed, with links to future career or professional progression choices as well as health and well-being.

Learners can produce a full SWOT analysis and are able to demonstrate a deep understanding of their strengths and weaknesses.

Learners can take part in all group activities and explain how the problems will be solved. Learners will be able to choose goals independently and add additional goals, explaining who may be able to help and how. They can set complex, short-, mid- and long-term goals and break them down into smaller, manageable steps using SMART target-setting. Learners are able to recognise patterns in their behaviour and understand how their actions contribute to their success. They are capable of making informed decisions, solving problems, and assessing potential risks associated with their goals.

They can effectively prioritise tasks, manage time, and allocate resources to ensure successful completion. Learners are able to apply critical thinking to solve problems, stay motivated, and persist in the face of challenges. They can track their progress and make strategic adjustments to their plans based on reflection and feedback.

Learners take full responsibility for managing their goals, with minimal guidance. They are able to assess their own progress, identify areas for improvement, and make changes to their plans as needed. Learners are capable of self-reflection and self-assessment, and they are accountable for their actions and results. They actively seek feedback and are able to use it to improve their plans and actions.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance whilst reflecting on their skills, interests and experience. They will require support with choosing a goal and considering the steps to take to achieve the goal. Learners will follow instructions or be given multiple choice options when deciding how to achieve their goal or may be given a plan towards the agreed goal.
- Entry 2 learners require support and guidance whilst reflecting on their skills, interests and experience. They will require support with choosing a goal and considering the steps to take to achieve the goal. Learners will be given multiple choice options when deciding how to achieve their goal or may be supported to create a basic set of tasks towards the agreed goal.
- Entry 3 learners can work mostly independently and will be able to discuss their goals and steps to achieve their goals. They mostly independently set realistic and achievable goals and they can track their own progress, though may require occasional prompts or guidance.
- Level 1 learners can take responsibility for their personal development, reflecting on their progress and making decisions about how to improve. They are accountable for their actions and can review and adjust their plans without much, if any support. Learners will still seek feedback but are increasingly capable of reviewing their own progress and making adjustments on their own.
- Level 2 learners take full responsibility for managing their goals, with minimal guidance. They are able to assess their own progress, identify areas for improvement, and make changes to their plans as needed. Learners are capable of self-reflection and self-assessment, and they are accountable for their actions and results. They actively seek feedback and are able to use it to improve their plans and actions.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 3: Sustainable economic development

Purpose and Aim: To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. Explore strategies they can put into place in their own setting to benefit themselves and others.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe a range of sustainability issues, their impact and actions that and develop and implement an action plan for sustainability in own setting including realistic short-term goals and activities.	Explain a wide range of sustainability issues and their impacts and develop and implement a detailed and measurable action plan for sustainability activities in own setting.
List simple sustainability issues and simple steps to reduce their impact and take part in sustainability activities in own setting.	Outline a small range of sustainability issues and basic actions to reduce their impact and follow a simple action plan, taking part in structured sustainability activities in own setting.	Identify different sustainability issues, suggesting appropriate actions to reduce their impact and plan and take part in activities to improve sustainability in own setting.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list at least two familiar sustainability issues, the impacts of these and at least two simple steps that can be taken to reduce their impact. Learners can, with support, take part in simple structured sustainability activities/actions in the home, classroom, community or a simulated workplace.

Entry 2

Learners can, with some support, outline a small range of at least three sustainable issues and suggest at least three basic actions to reduce their impact. The issues outlined will be familiar to learners, e.g. taps being left on, or lights being left on. Learners can, with some support, follow a simple action plan and take part in simple structured sustainability actions in the home, classroom, community or a simulated workplace.

Entry 3

Learners can, with minimal support, identify at least four or five different sustainability issues across different areas, e.g. waste, pollution, climate change and transport and suggest at least one appropriate action for each to reduce their impacts. Learners can, with some occasional guidance and prompting, produce a simple plan for their actions that link the identified sustainability issue to the action required, e.g. 'litter left in a community park causes a negative environmental impact, so we will organise a litter pick up and recycling collection every Saturday morning.' They carry out their identified actions to improve sustainability in the home, classroom, community or a simulated workplace.

Level 1

Learners can describe a range of diverse sustainability issues across different areas, e.g. waste, pollution, climate change and transport and the impacts that these may have across different settings, e.g. the home, classroom, community or a simulated workplace. They will develop an action plan to reduce the identified impacts of each issue across the different settings. Learners will set realistic short-term goals and will implement their plan in at least one of the identified settings. Learners can work mostly independently to complete activities, but may require minimal prompting at times, solving problems as they arise and taking responsibility for specific actions within their plan.

Level 2

Learners can explain a wide range of sustainability issues across different areas, e.g. waste, pollution, climate change and transport, and their wider impacts and implications, giving at least two examples of issues and implications on a local, two examples of issues and implications on a national, and two examples of issues and implications on a global scale. They will develop and implement a detailed action plan with measurable goals and activities to reduce the identified impacts of the local or national issues in at least one of the identified settings, i.e. the home, classroom, community or a simulated workplace. Learners will independently implement their plan, solving problems as they arise. Learners will suggest realistic strategies for improvement as part of their plan, taking responsibility for the implementation of these.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance to take part in simple sustainability actions. The focus is on participation and following instructions rather than on independent action.
- Entry 2 learners need guidance and instruction, but they can carry out short, structured sustainability activities with some independence. They are beginning to make simple choices about actions.
- Entry 3 learners require minimal support to carry out straightforward sustainability actions. They can take some responsibility for completing simple tasks within the action plan.
- Level 1 learners can work mostly independently with minimal guidance. They take some responsibility for setting realistic short-term goals and activities, and for implementing a simple action plan in their own setting.
- Level 2 learners take full responsibility for identifying issues, implications, and actions to reduce them and can explain their choices. They can independently create a detailed, measurable action plan to address issues in their own setting – this may be the home, the classroom, the community, or a simulated workplace.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 4: Exploring career pathways

Purpose and Aim: To develop learners' understanding of different occupational and career pathways, i.e. being able to locate, organise, evaluate and present information when considering the range of opportunities available. Reflect on their own interests, skills and aspirations.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe information from a range of sources about different occupational and career pathways and produce a structured plan for entry to a chosen job role, including possible progression routes.	Explain information from a wide range of sources about different occupational and career pathways and develop a detailed and realistic plan for entry to a chosen job role, including strategies for progression.
State simple information about a job that they may be interested in and basic steps for how to enter the chosen job role.	Outline basic information about a chosen job role or career pathway, and the steps needed to enter a chosen job role.	Identify information from different sources about an occupational pathway and a career pathway and create a basic plan for entry to a chosen job role.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can state, with support, simple information about a job role that they are interested in or aspire to, e.g. entry requirements, qualifications, experience, starting salary etc. They can recognise at least one skill, e.g. expertise in a particular area, communication, organisational skills, digital skills, and behaviour, e.g. reliability, collaboration, welcoming, and attitude, e.g. positive, self-starting, can do, that they have and at least one area of knowledge and experience that they hold that can be useful in the workplace. They will, with support, research and identify the job role and then state at least two basic steps required to enter into their chosen job role.

Entry 2

Learners can outline, with some support, basic information about a specific chosen occupational or career pathway, e.g. specific tasks involved, experience required. They can choose to focus on either one job role that interests them/they aspire to, e.g. a specific job, involving specific tasks and responsibilities, or one career pathway that interests them/they aspire to, e.g. related to a long-term plan that includes different jobs and experiences over time. Learners will research and identify, with some support, the job role or career pathway that interests them. They can recognise and outline at least two skills, behaviours and attitudes that they have and at least two areas of knowledge and experience that they hold that can be used in the workplace. Learners will outline with some support at least three steps/actions for entry into their chosen job role that they are interested in or aspire to.

Entry 3

Learners can identify, with minimal support, at least two different sources of information, e.g. the internet, local and national publications, job descriptions, that they can use to research and identify information about one occupational pathway (i.e. related to a specific job, involving specific tasks and responsibilities) and one career pathway (i.e. related to a long-term plan that includes different jobs and experiences over time, broader than one job/occupation) that interest them or they aspire to. They can use, with some guidance or prompting, simple checklists or self-assessment forms to identify their own skills, behaviours, attitudes, knowledge and experiences and compare these to the information, e.g. they requirements or experience they have identified as needed to enter their occupational pathway and career pathway. Learners can create a basic plan

for entry to one chosen job role, identifying the skills, behaviours, attitudes, experience and knowledge required for entry based on their research, self-assessment and findings.

Level 1

Learners can describe information from at least three sources about at least two occupational pathways and at least one career pathway that interest them and that they aspire to. They can use self-assessment activities, e.g. skills audits, feedback from others to review and identify their own skills, behaviours, attitudes, experiences, and knowledge. They will identify and describe how these compare to the requirements for entry to their chosen occupational and career pathways that they have researched. They will be able to describe both their strengths and development needs. Learners will produce a structured plan for entry to a chosen job outlining the skills, behaviours, attitudes, experience and knowledge required and how they will gain these. Their plan will include short- and medium-term goals linked to skills development and training and will identify at least two possible progression routes within the role.

Level 2

Learners can explain information from a range of at least three or four sources about at least two occupational pathways and at least one career pathway that interest them and that they aspire to. They can use self-assessment activities to review and assess their own skills, behaviours, attitudes, experiences, and knowledge. They will identify and explain how these compare to the requirements for entry to their chosen occupational and career pathways that they have researched. They will explain both their strengths and development needs. Learners will produce a detailed and realistic plan for entry to a chosen job outlining the skills, behaviours, experience and knowledge required for entry to a chosen job role. They will set short- medium and long-term goals linked to skills development and training. Learners will consider how their career might develop overtime identifying possible progression routes within the role. Learners will identify potential barriers to entry and progression, e.g. cost of training, competition for places, suggesting realistic strategies to overcome these, e.g. working part-time to raise funds, or seeking alternative routes.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance to help identify information about a job role they may be interested in. They will be able to follow instructions to take part in a simple activity to identify some skills they have and some actions/steps for entering a given job role.
- Entry 2 learners still need support and guidance but can make some independent choices when selecting a job role or career pathway, and when identifying steps needed for entry to a chosen job role or career pathway.
- Entry 3 learners can work with increasing independence, needing only occasional guidance or prompting to structure their ideas or check accuracy.
- Level 1 learners can make independent decisions about their research and planning, seeking feedback when needed. They take responsibility for the accuracy and feasibility of their career plan, subject to direction or guidance as needed.
- Level 2 learners work independently, showing some initiative and judgement. They can reflect on their own skills and aspirations and take full responsibility for developing a realistic, adaptable plan.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 5: Jobs of the future

Purpose and Aim: To develop learners' skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe changes that are taking place within the Welsh job market and their impact on the jobs that will exist in the future, and produce a plan showing how young people can become more employable for these roles.	Explain changes that are taking place within the Welsh job market, the jobs that will exist in the future, and produce a detailed plan that helps young people become more employable for these roles.
List basic changes that are taking place in the local job market, different types of jobs that will exist in the future, and one step a young person can take to become more employable.	Outline changes that are taking place in the regional job market, the range of jobs that will exist in the future, and a few key steps young people can take to become more employable for these roles.	Identify changes that are taking place within the Welsh job market, their impact on a range of jobs that are likely to exist in the future, and a range of steps to help young people become more employable for these roles.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can list, with support, the basic changes that are occurring within the local job market. They can recognise that some jobs will disappear, and different jobs will emerge in the future, and list three emerging jobs. They can identify one step that a young person can take to make themselves more employable, for example, learning or practising a communication skill. Learners require support and guidance to complete tasks.

Entry 2

Learners can outline, with some support, the changes within the regional job market and at least four different jobs that will emerge at different points in the future, for example, in the short- to medium-term. They can outline in simple terms at least three key steps that young people can take to make themselves more employable. Learners will require some support to complete tasks.

Entry 3

Learners can identify, with minimal support, the changes that are taking place in the Welsh job market, and how these may have an impact on at least four different jobs that are likely to exist in the short- to medium-term future. They can identify at least five appropriate steps that young people can take to become more employable for at least two jobs in the future. Learners may require some guidance or prompting to complete tasks.

Level 1

Learners can describe changes that are taking place within the Welsh job market and how these impact the type and range of jobs that will both disappear and exist in the future. They will provide appropriate examples to support their descriptions. Learners can produce and describe an outline of a path that young people can follow to improve their employability for the future job market, for example a plan including specific required development actions and activities to meet these. Learners may require some prompting at times.

Level 2

Learners can explain changes that are taking place within the Welsh job market and provide detailed examples to demonstrate and support these changes. They can relate these changes to specific industries and regions. They can show the relative scale of these changes, making comparisons between different types of jobs. They can draw up a detailed and realistic plan to show how young people can improve their employability skills. Learners will work independently and take full responsibility for the completion of tasks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. The learner can attempt tasks with support and respond to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They can complete tasks as instructed.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for less structured activities. They can gather information from given, simple sources. They will complete tasks and identify obvious connections.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of provided sources. Learners are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present. They may require occasional prompting.
- Level 2 learners can work independently and manage their own learning to complete complex tasks with some guidance. They can identify, select, and use information from a variety of sources, including some self-selected sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 6: Applying for jobs

Purpose and Aim: To develop learners' practical skills involved in searching and applying for jobs, taking into account their own skills, aptitudes and aspirations, and how to identify appropriate resources, and areas of support and guidance.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how personal attributes match suitable job opportunities, demonstrating appropriate job searches and job-application preparation.	Explain how personal attributes match a range of job opportunities, demonstrating varied job searches and tailored applications.
List personal information and strengths that relate to simple work-related tasks, and participate in a basic job-search or application activity.	Outline own abilities and interests and how these could relate to job tasks, using a given resource to find a job and complete parts of a basic application form.	Identify how personal skills and strengths match possible jobs, using basic job-search resources and completing application forms.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners show some basic awareness of themselves in relation to work. With support, they recognise and list a few examples of personal information, such as their name and basic likes. They are able to recognise one personal skill with support, for example, 'I can help' or 'I like drawing', and two simple strengths that can relate to everyday tasks, such as tidying up or enjoying talking to others. Their understanding of jobs is very limited and is based on pictures, e.g. workplaces, workers, and uniforms, or very simple descriptions or pen portraits.

When applying their skills to jobs, their tasks are highly scaffolded, which involves choosing between two job pictures, pointing to or naming obvious roles, e.g. nurse, mechanic, or builder, or giving one simple piece of information for a very basic job application form. They can follow simple instructions.

Learners require continuous support, and the tasks are broken down. Learners can respond to prompts about themselves and participate in a very simple job-search or application activity with significant support.

Entry 2

Learners can, with some support, outline at least two of their own abilities and two interests in simple terms and recognise how these might link to very basic job tasks. They can make statements such as 'liking to talk to people' or 'being careful with tidying', and know that different jobs involve different tasks. Their awareness of job-related information is limited, but they can point out key terms, such as a job title or contact details, in very simple adverts or posters.

When applying their skills to jobs, they can take part in straightforward job-search and application activities using given resources, such as a simplified webpage, poster, or teacher-generated advert. With step-by-step support, they can locate two key details and complete parts of a basic application form, for example, adding their name, contact details, and one strength or interest. Their written responses are brief, and word banks may be provided for support.

Learners can follow a short sequence of instructions, especially when supported by visual prompts, and make simple choices, such as selecting one role from a small selection.

They depend on prompts to keep on task and to ensure the information they provide is appropriate.

Entry 3

Learners can, with minimal support, identify at least three of their own skills, three strengths, and two interests with some confidence and relate these to possible jobs in simple terms. They begin to understand that job requirements link to certain skills or qualities and that different roles demand different abilities. They recognise basic job-search tools, such as a website, poster, or vacancy board, and can talk about how these are used.

When applying skills to jobs, they can use job-search resources with guidance to find suitable opportunities. For example, they can search a pre-filtered website, job board, or printed advert to locate roles within a familiar area. They can identify at least one suitable job and give a simple reason why the role fits their strengths or interests. When completing a job application form, they can produce short, simple sentences describing what they are good at or any basic experience, using templates or structured headings such as 'My skills'.

Learners have some independence. They attempt tasks when the structure is clear and respond to feedback to improve their work. They will need support to select the most relevant details and check the accuracy of their written work, but they take some responsibility for their own contribution to the job-search and application task.

Level 1

Learners can describe at least two of their own attributes, i.e. skills, aptitudes, and job interests, drawing on examples from school, home, or the community. They understand the purpose of job-search tools and common application documents, such as CVs, covering letters, and application forms, and can describe in simple language how these are used to apply for work. They show awareness that job roles have different requirements and can recognise when their skills match entry-level job opportunities.

When applying skills to jobs, learners can use job-search tools with independence. They can navigate common websites, vacancy boards, or apps, apply basic filters, such as location or hours, and identify suitable vacancies. They make simple, reasoned choices about which roles to pursue, referring to their skills, interests, and practical considerations. When preparing a job application, they can produce a CV, covering letter, or application form in their own words, selecting relevant personal details, skills, and experiences. They can sequence information, and their work includes elements of a professional tone and layout.

Learners can carry out parts of the job search and application process independently, seeking feedback only to improve their work. They respond to guidance to add detail and correct errors. Learners can make informed decisions about the suitability of different jobs and demonstrate a clear link between their skills and the roles they choose to apply for.

Level 2

Learners can explain in detail how their attributes (i.e. skills, aptitudes, and aspirations) relate to a range of at least three job opportunities across at least two sectors. They understand job requirements, person specifications, and the importance of adapting applications for different roles. They use information from at least three different job-search resources, including employer websites, job-search, careers, and agency portals.

Learners will find at least four different appropriate job opportunities and apply for two of these. When applying for jobs, learners can conduct independent job searches, compare roles, and explain their suitability. They can understand most of the information found in a job description and selection criteria, identify essential and desirable requirements, and consider how their skills and experience match them. When completing a job application, they produce tailored documents such as CVs, covering letters, and application forms that are clearly structured, relevant to the specific role, and written in an appropriate professional style. They adapt the content for different job roles, are able to give examples of their skills, and check their work carefully for accuracy, making appropriate amendments where necessary.

Learners can organise their own tasks, manage time effectively and take responsibility for the professionalism and completeness of their applications. They demonstrate decision-making skills by prioritising certain vacancies over others and may look for additional information when needed.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require continuous support and modelling. Learners need support assistants to organise the tasks and check accuracy.
- Entry 2 learners can follow step-by-step instructions with prompts when needed. They are able to make basic choices, e.g. selecting a job picture or simple role.
- Entry 3 learners can complete familiar tasks with partial independence. They ask for help when needed but attempt the task prior to seeking support. They take some responsibility for their own work when prompted.
- Level 1 learners work independently for parts of the process but may need support with organisation and adding detail. They take responsibility for improving the application with guidance. They demonstrate increasing confidence in making decisions about job suitability.

- Level 2 learners work independently throughout the process, organising tasks and managing their time. They take full responsibility for the accuracy, professionalism and suitability of their applications. They demonstrate initiative, problem-solving and decision making.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 7: Building a growth mindset

Purpose and Aim: To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how a growth mindset can be built and the benefits and opportunities it can have for an individual, in different contexts and situations.	Explain how a growth mindset can be built and the different benefits and opportunities it can have for an individual, in a range of different contexts and situations.
List the skills needed to build a growth mindset and the benefits of a growth mindset.	Outline the skills and strategies needed to build a growth mindset and the benefits and opportunities of a growth mindset.	Identify ways individuals can build a growth mindset, and the benefits and opportunities this can have for an individual in different contexts.		

Unit content

This can be found in the Teaching and learning document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can list, with support, at least two skills needed to build a growth mindset, e.g. self-awareness or emotional regulation skills. They can list at least two benefits, e.g. improved mental wellbeing or improved thinking skills. Learners can demonstrate simple recall of the benefits of building and developing a growth mindset. With support, learners can select, match or point to examples of growth mindset beliefs, the associated benefits of a growth mindset.

Entry 2

Learners can outline, with some support, the benefits and opportunities of having a growth mindset. Learners can provide at least three simple examples of the benefits and three simple opportunities that developing growth mindset can have on for an individual. With some support, learners can identify least two different skills and strategies, e.g. reflective, motivational or goal-setting, needed to build growth mindset.

Entry 3

Learners can, with minimal support, accurately identify at least three relevant benefits and opportunities that growth mindset beliefs can have for an individual in two different contexts, e.g. learning or work environments. Learners can identify at least two different skills and strategies individuals can use to build a growth mindset. They may require some guidance or prompting when completing some tasks.

Level 1

Learners can describe how growth mindset beliefs can be developed. They can describe at least four appropriate examples of the benefits and at least four opportunities of developing growth mindset beliefs in at least two different contexts and two different situations, e.g. responding to critical feedback from others or response to receiving disappointing outcomes. They can describe at least four ways that individuals can develop a growth mindset to overcome barriers and improve outcomes.

Level 2

Learners can explain and provide examples of at least four ways that a growth mindset can be built and developed by individuals. They can explain the benefits and opportunities that growth mindset beliefs can have for an individual in at least three different contexts and three different situations.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. Learners are accountable for attempting tasks with support and for responding to direct questions.
- Entry 2 learners require some guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. Learners are accountable for completing tasks as instructed and for attempting to describe their understanding.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting. They can gather information from given, simple sources.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of given sources. They are accountable for organising their findings and presenting them accurately.
- Level 2 learners can work independently and manage their own learning to complete tasks. Learners can identify, select, and use information from a variety of sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others
- Developing physical health and well-being has lifelong benefits.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 8: Business finance

Purpose and Aim: To develop learners' understanding of how businesses and other institutions are funded, i.e. the importance of investment, raising money, cost savings, and strategies to apply this understanding in the context of their own setting or an enterprise activity.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe ways a small business or other institution manages money and the benefits and drawbacks of using financial planning and budgets to ensure business or institution viability.	Create a simple financial plan for a small business or other institution, including how to generate income and spend effectively to ensure the business or institution is viable.
State basic ways businesses or other institutions earn and manage their finances, and how a small business or other institution can use them to remain viable.	Outline basic business finance concepts and how a small business or other institution can use them to help manage its viability.	Identify sources of income and potential cost-saving measures for a small business or other institution, and how a budget can help a business or institution remain viable.		

Unit content

This can be found in the Teaching and Learning Support documentt for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, state a few different ways businesses or other institutions can generate income, e.g. selling goods, loans. They can list simple examples of spending money (costs) in a business or institution context and demonstrate some knowledge of what a budget is and how it is used to manage money in simple terms. They require significant support to complete tasks.

Entry 2

Learners can, with some support, outline the difference between income and expenditure for a business or other institution. They can list simple methods of generating income for a business or institution, e.g. borrowing from family, small loans and give examples of cost-saving measures, e.g. turning off lights. They can provide a simple statement about why a budget is useful for a business or other institution in helping manage its money. They can apply these concepts to a familiar scenario such as personal spending. They will require guidance and support to complete some tasks.

Entry 3

Learners can, with minimal support, identify the different methods of raising finance/sources of income for a small business or other institution, e.g. grants vs. loans, and income generation. They can suggest at least two appropriate sources and at least two cost-saving measures and budgeting tips for a given business or institution scenario and give reasons for their suggestions. They may require occasional guidance.

Level 1

Learners can describe the financial needs of a small business, or other institution or enterprise activity, e.g. equipment, materials, marketing. They can provide basic benefits and drawbacks of different methods of financial support, e.g. bank loan, crowdfunding, and suggest suitable options for a given scenario. They can consider cost-saving strategies in a business or institution context and can use simple financial planning and a budget to show the business or institution could remain viable.

Level 2

Learners can create a simple financial plan for a small business or other institution which includes tips on how to budget, outlining how they could raise finance and effectively manage costs. They can explain chosen sources of financial support and cost-saving strategies and their potential impact on the business or institution. They can show how their financial plan can contribute to the overall success and viability of the business or institution.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners complete tasks with guidance and support. They can contribute to group discussions about basic business finance.
- Entry 2 learners require support and guidance to complete some tasks, but can work with some independence on some set tasks. They will participate actively in group activities related to business or other institution finance.
- Entry 3 learners can take more responsibility for completing tasks. They will contribute ideas and solutions to group problem-solving activities with appropriate guidance when needed.
- Level 1 learners can plan and organise tasks with occasional prompting. They will take a leading role in group discussions and activities.
- Level 2 learners can manage tasks and projects independently. They can take financial information and make informed decisions independently. Most learners can lead and facilitate group discussions and activities.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Mathematics and Numeracy**:

- The number system is used to represent and compare relationships between numbers and quantities.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 9: Interview and confidence techniques

Purpose and Aim: To develop learners' ability to identify the requirements for an interview through planning and preparation, strategies for interview questions, and positive personal presentation and confidence.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Prepare well-developed business research and interview planning, demonstrating clear question-and-answer techniques in the interview process.	Prepare detailed business research and interview planning, demonstrating a clear understanding of how the interview process works.
List aspects of business research and interview planning, demonstrating simple participation in the interview process.	Outline aspects of business research and interview planning, demonstrating basic participation in the interview process.	Prepare developed business research and interview planning, demonstrating some clear responses during the interview process.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

With substantial support, learners can list very simple facts about a company or job role using basic fact-finding activities, often relying on prompts or websites that have been provided. They can recognise simple pre-interview tasks such as choosing an outfit and making very basic travel plans, e.g. 'I'll take the bus.' They can prepare a very small number of simple interview questions or responses when supported. During the mock interview, they take part with heavy prompting, offering short or single-word answers and asking one simple question when guided. After the interview, they can request feedback with support and respond by identifying one very simple improvement, e.g. 'I need to speak more loudly.'

Entry 2

Learners can outline aspects of business research, collecting basic facts about a business or job role, with guidance – some help is given to navigate websites. Their interview-day plan includes basic but appropriate outfit choices, straightforward travel arrangements, e.g. 'I am going to take the bus and then walk when I get to the other end', and a small set of basic interview questions and responses – particularly focusing on personal questions. In the mock interview, they answer questions in short phrases and may provide simple examples when prompted. They can ask an appropriate question using sentence starters or scaffolds. After receiving interview feedback, they respond by identifying a strength and suggesting a simple action to improve, e.g. 'I told them about me, but I could have said more.'

Entry 3

Learners can prepare developed business research, gathering several relevant facts about the company or job role with minimal guidance. They can pick out business facts which might be useful in the interview. They create a short, structured plan for their interview day, including appropriate clothing and realistic travel plans, considering timings. They can prepare a set of relevant interview questions and responses. In the mock interview, they provide some clear, organised responses, using positive language and simple STAR elements. They ask several relevant questions. After the interview, they respond to feedback by stating two strengths and two development areas.

Level 1

Learners demonstrate depth in their preparation. They can prepare developed, well-organised and relevant business research that clearly supports their understanding of the company and role. Their interview-day planning is effective and thoughtful, including appropriate clothing and a realistic and detailed travel plan using online timetables, e.g. 'If I need to get to the company for 9:00 am, then I need to leave the house at 7:30 am.' They prepare a range of interview questions which cover personal questions, skills-based and STAR technique. Their responses are clear and considered. In the mock interview, they participate confidently, giving structured answers using STAR and asking thoughtful questions that show awareness of the role. They respond to feedback describing strengths and improvements, and they suggest how they can improve.

Level 2

Learners demonstrate sustained independence, detail and clarity, showing a clear understanding of how the interview process works. They prepare detailed business research that is accurate and directly relevant to their chosen role. Their interview-day plan is thorough and well-reasoned, including professional presentation, a well-organised travel plan, and a comprehensive bank of relevant interview questions and responses. In the mock interview, they respond confidently and flexibly, giving well-developed STAR answers and clear, reasoned responses to different question types including 'claim, evidence, and connection' questions. They ask relevant and thoughtful questions showing initiative. After the interview, they respond to feedback effectively, explaining strengths, development areas and actions to improve future interviews.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners can, with considerable support, identify what might need to be considered before attending an interview. They can also, with support, undertake short role plays and take part in a variety of activities including responding to interview questions appropriately.
- Entry 2 learners can outline what might need to be considered before attending an interview. They can also, with support, undertake short role plays answering interview questions and practice a variety of positive behaviours and confidence techniques. They require support and guidance to complete some tasks.
- Entry 3 learner, with appropriate guidance and prompting, will be able engage and participate in the range of activities in this unit.
- Level 1 learners can undertake mostly independent research into their business. They can confidently navigate and participate in a number of activities once the instructions have been explained.
- Level 2 learners can work independently, taking responsibility to research and create a detailed business search and pre-interview evidence themselves. They can complete tasks once they understand the instructions and make informed decisions.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Languages, Literacy and Communication**:

- Expressing ourselves through languages is key to communication.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 10: Overcoming barriers

Purpose and Aim: To develop learners' ability to build resilience and overcome barriers in a work context by communicating choices, preferences and points of view, as well as by developing strategies to challenge others.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe a range of barriers in the workplace, their impact on confidence, teamwork, and task performance, and suggest suitable strategies and communication methods to overcome them.	Explain a range of barriers in the workplace, their impact on confidence, teamwork and task performance, and suggest suitable strategies and communication methods to overcome them.
List a few barriers in the workplace, their effects on task performance, and basic ways to overcome them.	Outline some barriers in the workplace, their effects on task performance, and strategies to overcome them.	Identify a range of barriers in the workplace, their effects on teamwork, and task performance, and strategies to overcome them.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can recognise and list a few very familiar barriers in simple situations, often using basic words or short phrases such as 'too noisy' or 'I feel shy', with considerable support and prompting. When commenting on how a barrier makes tasks harder, they tend to express this in very simple terms, e.g. 'It makes work slow' or 'It's hard with others', without detail. They can list very simple effects of barriers on task performance. Self-management is highly scaffolded: they can rehearse one basic strategy to stay calm and focused, such as taking a deep breath or saying, 'Please help', but they need reminders of when to use it. Professional communication is limited to prompted phrases or sentence starters, and they often require teacher intervention to interact with peers. Learners can recognise a simple role when instructed and ask for help using a rehearsed question such as 'Can you show me?'

Evidence at this level typically includes pointing to pictures or symbols to indicate barriers, choosing between two options in a highly scaffolded activity, and a very simple sketch showing where the barrier occurs, e.g. in the café, the sorting room, or other scenario context. Teachers may record oral responses in single words or short phrases and provide observation notes confirming the high level of support needed throughout tasks and role-play.

Entry 2

Learners can, with some support, recognise some common barriers in a given scenario and use short sentences, outlining examples of barriers and why these make tasks harder – for example, 'Noise makes it hard to hear instructions', or 'I feel nervous talking to customers'. With some support and teacher-modelling, they can label barrier types as emotional, situational, or communication and provide a simple cause–effect comment on how a barrier slows progress. Learners can apply one or two practical strategies to stay calm and focused – such as breaking tasks into smaller steps – though they still benefit from prompts and visual aids to remain on task. Their professional communication is straightforward, using simple clarifications and confirming understanding with brief repeat-backs, e.g. 'So I'm organising the food'. They can outline a short plan of three to four steps, suggest basic roles, e.g. in the shop one person sends out the invitations and another sorts out a sound system, and line up a personal strength against a role.

Evidence at this level typically consists of a basic table or short bullet-point list of barriers and impacts on tasks, a simple concept map or sketch of the workplace showing where barriers occur, and teacher observation notes from brief discussions or role-play. Written sentences may use sentence starters or visual prompts to give structured support.

Entry 3

At Entry Level 3, learners can, with minimal support and prompting, identify a range of barriers in the scenario and categorise them appropriately as emotional, situational, or communication-based. They can consider how these barriers affect teamwork, such as miscommunication or waiting for instructions, and task performance, e.g. errors or delays. Learners select appropriate strategies to stay calm and focused – such as breathing techniques or asking for clarification – with minimal guidance. Their professional communication includes checking to confirm understanding and positive language to clarify roles and request support. Planning is short but workable: learners can produce a brief sequence of steps, allocate roles fairly, taking into account two or three of their strengths, and ask specific, task-related questions to seek help, for example, 'How can I record how many people are coming?'

Evidence at this level often includes a short, written piece linking barriers to their impacts on teamwork and tasks; a concept map connecting barrier types to impacts on teamwork, or a table where the format has been laid out already. Teachers may record observations of role-play or simulation showing appropriate communication and planning, alongside simple checklists or planning sheets used during the task.

Level 1

Learners can describe a range of barriers in familiar work-related contexts, categorising them appropriately. They can describe the effects of barriers on confidence, teamwork, and task performance with relevant examples, and they can anticipate what happens if barriers are unaddressed, e.g. increased errors, slower service, or reduced customer satisfaction. Learners describe strategies to stay calm and focused – such as taking short breaks to refocus, paced breathing, or positive self-talk. Their professional communication is clear, respectful, and appropriately assertive: they participate in role allocation or minor conflict in the team and ask task-relevant questions to progress work. Planning is purposeful and involves setting out steps, assigning roles while taking into account three or more personal strengths and a simple timeline.

Evidence at this level typically includes a structured written response that integrates barriers, impacts, and a short plan, outlining steps, roles, and simple timing. Learners create a simple piece on communication approaches. Teachers may observe professional communication in role-play or workplace simulation and review annotated sketches or concept maps showing planning and problem-solving thought processes.

Level 2

At Level 2, learners can explain a range of different barriers in the workplace and consider their causes and risk to the task. They can explain the effects of barriers on confidence, teamwork, and task performance. Learners can explain practical or emotional strategies to stay calm and focused. They recognise stress cues and can use paced breathing or micro-breaks to maintain focus under pressure. Their professional communication is clear, focused, and task-led. Timelines are well laid out, and planning is detailed and will result in the task being completed on time.

Evidence at this level is typically comprehensive. The identification of barriers and their impacts on confidence, teamwork, and the task is collated with examples and a clear sentence or concept structure. Learners can write or show suitable evidence of plans with defined roles, taking into account four or more personal strengths, a timeline, and risks. They will show evidence of different communication approaches in their problem-solving strategies. Learners may produce comparative tables or charts that explain barriers and strategies across situations, as well as video or audio evidence demonstrating professional teamwork and problem-solving.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners rely on close supervision to begin, continue, and finish tasks. They need reassurance to try again after setbacks and are prompted to seek help when they get stuck.
- Entry 2 learners follow short sequences and respond to prompts to refocus or carry on to the next step. They participate in group activities with support.
- Entry 3 learners attempt strategies before seeking help. They respond to help given and show readiness to share responsibilities within a plan or team task.
- Level 1 learners work independently most of the time, take responsibility for choosing strategies and ask for help effectively. They prepare clear questions and communicate effectively to allow task completion.
- Level 2 learners act independently and can adapt strategies when confronted with setbacks. They can work with and support peers. They can ask questions to clarify their responsibilities and to seek effective help. Learners can show initiative in different activities.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

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Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 11: Career creativity

Purpose and 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.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how a career and 'dream job' within it matches your preferred ways of working, and complete a skills audit with a simple development plan to prepare for this job and career.	Explain how a career and 'dream job' within it meets your preferred ways of working and complete a detailed skills audit to produce a development plan showing progression toward this job and through the career path.
State a 'dream job', giving basic reasons for your choice and identifying the skills and personal attributes needed for this job.	Outline your 'dream job', including its level of responsibility, giving a few reasons for your choice and compare own skills and personal attributes to those required for this job.	Identify a 'dream job', including its level of responsibility, giving some reasons for your choice, and completing a basic skills audit and basic plan to compare and develop own skills and personal attributes for this job.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can state, with significant support, a simple 'dream job' and give at least two basic reasons for their choice, e.g. 'I like animals,' 'I want to help people'.

They should be able to list at least two basic ways of working, e.g. working in a team, working indoors, working outdoors, and recognise some generic skills and personal attributes needed for their 'dream job', even if these are limited or prompted.

Responses may be brief and rely heavily on structured worksheets or discussion, but they should show that the learner can link their reasons, skills and attributes to the 'dream job' they have chosen.

Entry 2

Learners can produce, with some support, a short outline of their 'dream job' that clearly states what the job is and gives a few straightforward reasons for choosing it. Learners can outline, with some support, at least three ways of working, e.g. shift work, teamwork, independent work for at least two jobs. Learners can give a basic outline of different levels of responsibility and identify some generic skills and personal attributes needed for their 'dream job' with prompting.

Responses may be brief and rely heavily on structured worksheets or discussion, but they should show that the learner can link their reasons, skills and attributes to the job they have chosen. Learners can complete a basic, pre-populated skills audit, comparing at least two of their own skills or attributes to those required for their 'dream job'.

Support may be needed to interpret terminology or to structure their comparison, but the learner's own understanding should be clearly evident.

Entry 3

Learners can identify, with minimal support, their 'dream job' together with some reasons as to why they have chosen it. They can identify a range of ways of working and different levels of responsibility for their 'dream job'. They can complete a basic skills audit to identify and compare their own skills and attributes to those they have identified as required for their 'dream job' and produce a basic plan to identify some methods to develop their skills and attributes to meet the requirements of the 'dream job' role. They may require some occasional guidance or prompting.

Level 1

Learners can describe a chosen career path and 'dream job' that interests them and how it matches their preferred ways of working and levels of responsibility, making clear links between what they enjoy or work well with. They can compile a detailed list of the skills and attributes needed for their chosen 'dream job' and how they could develop each of these. Learners can complete a skills audit and basic development plan for a chosen job role with an indication of timescales to develop their own skills and attributes to meet the requirements of their chosen 'dream job' role.

Level 2

Learners can produce a detailed explanation of how a chosen career path and 'dream job' that interests them and meets their preferred ways of working, with a clear connection between the career and job's requirements and their preferences/aspirations. They can compare a range of job roles within a chosen career path, including ways of working and different levels of responsibility, and what these entail.

They can discuss the skills and attributes needed for their chosen career path and 'dream job' role and recognise existing ways and possible future ways they could develop each of these. A detailed skills audit will be completed alongside a timebound development plan for progressing to their 'dream job' role and through their chosen career path.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners can, with significant support and guidance, complete simple research about their 'dream job'. They can also, with support, take part in discussions about skills and attributes required to work in that role.
- Entry 2 learners can, with some support, undertake simple research on a range of job and career aspirations. They can also, with some support, take part in discussions about skills and attributes required to work in their 'dream job' and in their chosen career path. Learners will require some support to complete tasks.
- Entry 3 learners can, with minimal support, research a chosen 'dream job' and career path and identify roles and levels of responsibilities within. They can also take part in discussions about skills and attributes required of job roles in their chosen career path and give personal examples of how they can demonstrate some of these. Learners may require minimal support and guidance to complete tasks.

- Level 1 learners can research a chosen career path and identify job roles and levels of responsibilities within. They can also take part in discussions about skills and attributes required to work in their chosen 'dream job' role, giving clear examples of their existing skills and how they can develop them. They can identify a path of progression in their chosen career and what is required to achieve this, along with an indication of timescales. They may, at times, require some prompting or guidance to complete the tasks.
- Level 2 learners can research a chosen 'dream job' role/career pathway and use examples to explain the roles and responsibilities within this pathway. They can also participate in, and lead sections of, discussions about skills and attributes required to work in their chosen job role/career, giving clear comparative examples of how they can already demonstrate these but also how they can develop them. They can identify a path of progression in their chosen career and what is required to achieve this with time-bound action points. Learners take responsibility for tasks and work independently.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Expressive Arts**:

- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 12: Customer service

Purpose and Aim: To develop learners' understanding of good customer service skills in different work contexts and develop the communication skills to put them into practice and to deal with problems.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the importance of customer service in different work contexts and demonstrate appropriate customer service skills in practical situations.	Explain the principles of customer service and practices in different contexts and deliver effective customer service, adapting to different situations and customer needs.
List familiar examples of customer service and, participate in a simple customer service activity.	Outline basic customer service skills and participate in a customer service activity following simple instructions.	Identify simple customer service skills and their purpose and contribute to a role-play or real activity using customer service skills.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list very familiar customer service behaviours, such as smiling, greeting, saying thank you or helping. They follow simple prompts and take part in simple customer service activities with support.

Entry 2

Learners can, with some support, outline simple customer service skills, such as politeness and listening. They can follow instructions with some independence to take part in a customer service task, but will need to follow instructions. They will require some support and guidance to complete tasks.

Entry 3

Learners can, with minimal support, identify at least three simple customer service practices and know their purpose. They participate and contribute to structured tasks and activities using customer service skills with occasional guidance.

Level 1

Learners show some understanding of, and can describe the importance of customer service in least two different contexts, such as retail, hospitality, or public services. They demonstrate at least three appropriate customer service skills, e.g. clear communication, helpfulness, in customer service situations.

Level 2

Learners show a sound understanding of, and can explain, by using words that link such as 'this means that', 'this results in' etc. customer service principles across at least three different (varied) contexts, for example different work settings or sectors. They deliver effective customer service, selecting and using relevant skills and procedures, and identify, gather and use relevant information to inform actions independently adapting to customer needs and situations.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant guidance and prompts. They take part only with support.
- Entry 2 learners need some support to complete tasks, but can take responsibility for completing very simple parts of a task.
- Entry 3 learners can take some responsibility for tasks and contribute to planning, but, at times, will require guidance to complete tasks.
- Level 1 learners take responsibility for their own role in activities, showing independence in applying skills.
- Level 2 learners take full responsibility for delivering customer service.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Languages, Literacy and Communication**:

- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 13: Enterprise venture

Purpose and Aim: To develop learners' skills to discuss, create, plan, present to others, and carry out an enterprise activity in relation to a product or a service, and to evaluate its success.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Demonstrate a range of ways to contribute to developing, planning, and carrying out an enterprise activity, describing its strengths and areas for development.	Demonstrate a wide range of ways to effectively contribute to the development, planning, and delivery of an enterprise activity, explaining its strengths and areas for development.
Demonstrate a limited contribution to developing, planning, and carrying out an enterprise activity, stating a strength of the enterprise activity.	Demonstrate a few ways to contribute to developing and carrying out an enterprise activity, outlining its strengths.	Demonstrate some ways to contribute to developing, planning, and carrying out an enterprise activity, identifying its strengths and areas for development.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can contribute, with support, to the development of a simple enterprise activity idea, e.g. by suggesting one simple idea when prompted, such as 'We could sell handmade greetings cards'. They can also, with support, follow clear instructions as a member of a team to organise and carry out an enterprise activity, e.g. by helping with a simple task. This might be writing prices, standing at the stall, and greeting customers when told, ready to help sell greetings cards. They can state at least one strength of the enterprise activity, showing some basic knowledge of what was successful.

Entry 2

Learners can contribute, with some support, to the development of a simple enterprise activity idea by suggesting an idea. They can contribute in at least two different ways in both planning and carrying out a simple enterprise activity, e.g. in planning by helping to set a target such as 'Sell 20 cards' and listing the materials needed, or when carrying out the activity by greeting customers politely and taking money. They can outline at least two strengths of the enterprise activity to show some understanding of its success.

Entry 3

Learners can contribute to the development of an appropriate and feasible enterprise activity idea, for example, by suggesting selling cards at £1 each. They can contribute in at least three different ways to planning, e.g. by helping to make a basic timeline, deciding on a price, and creating a simple poster. They can contribute in at least three different ways when carrying out the enterprise activity, e.g. greeting customers, taking money, and restocking items. They are able to identify strengths of the enterprise activity and at least one way they could improve it.

Level 1

Learners can contribute to the development of an appropriate enterprise idea by suggesting possible ideas and helping the team choose one that is appropriate and likely to sell. They can contribute in at least four different ways during planning, e.g. helping to set a simple sales goal, choosing an appropriate price, making a basic timeline with key dates, and creating a poster or short social media message. They can contribute in at least four different ways when carrying out the enterprise activity, such as serving customers, handling money, keeping count of items sold, and helping a team-mate to solve problems. They can use different sources of feedback to review the activity, for example, by looking at the number of items sold, asking a few customers what they liked, and noting a teacher's comment, then describing what went well and one or two areas to develop, with simple reasons.

Level 2

Learners can contribute to the development of a relevant enterprise activity by helping to lead the discussion to choose the idea and making sure the choice is practical and appealing to customers. They can show strong involvement in at least five planning activities by taking responsibility and completing them accurately and on time, e.g. setting a clear sales target, creating a short plan with tasks and dates, preparing a simple but realistic budget, deciding on ways to promote the products or services, and assigning team roles so the work is shared fairly. They can show active participation in at least five activities when carrying out the enterprise activity, such as performing their role confidently and helping the team when needed. They can use at least three sources of information to review the activity. They give clear reasons for what worked well and what could be improved.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions and demonstrate basic accountability for attempting tasks with support and responding to direct questions.
- Entry 2 learners require guidance and support but can complete simple, structured tasks. They can follow a short sequence of instructions and demonstrate some accountability for completing tasks as instructed and attempting to outline their understanding.

- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for new aspects. They take accountability for completing their given tasks and outlining their understanding.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of provided sources. They take accountability for organising and carrying out their given tasks.
- Level 2 learners can work independently and manage their own learning to complete complex tasks. They can identify, select, and use information from a variety of sources, including those they have chosen themselves, and take full responsibility for organising and completing their work.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Expressive Arts**:

- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 14: Work experience

Purpose and Aim: To develop learners' skills to plan, prepare for and engage in work placements or other workforce-related activities, as well as to cultivate the necessary skills and aptitudes to succeed in these roles.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe types, activities, benefits, and expectations for work experience, and plan, prepare for, and take part in a work-experience placement or a range of work-related activities.	Explain types, activities, benefits, and expectations for work experience, and confidently plan, prepare for, and take part in a work-experience placement or a range of work-related activities.
List types and activities of work experience, and prepare for and take part in simple work-related activities.	Outline types, activities, and basic expectations of work experience, and prepare for and take part in simple work-related activities.	Identify types, activities, benefits, and expectations for work experience, and plan, prepare for, and take part in work-related activities.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with guidance and support, show some knowledge of what work experience is and can list at least two types of work experience, e.g. placements, volunteering, work shadowing, visits, and virtual work. They can, with support, recognise at least two simple work-related activities, e.g. cleaning, serving, tidying, or helping customers. Learners can follow simple steps to prepare to take part in two work-related activities, e.g. knowing basic dress codes and job tasks, and will undertake these two activities by selecting and preparing equipment and materials, and dressing appropriately. They must show that they can work safely when using equipment and materials to complete the work-related task. They will demonstrate basic communication and work skills to complete the task. Learners' participation in the work-related task will demonstrate a basic knowledge of the purpose and an ability to follow processes towards achieving an outcome.

Entry 2

Learners can, with some guidance and support, show knowledge of what work experience is and can outline at least two types of work experience, e.g. placements, volunteering, work shadowing, visits, and virtual work.

Learners can, with some support, recognise at least three simple work-related activities, e.g. cleaning, serving, tidying, or helping customers. They can, with some support, recognise at least two personal expectations of work, e.g. learning new skills and understanding job roles, and at least two employer expectations of work, e.g. being on time, following rules, being polite, and working safely.

Learners can follow basic steps to prepare to take part in at least two work-related activities by completing a pre-populated worksheet and providing details of the activities they will undertake, where they will take place, planning their route and mode of transport. They can, with some support, select activities to be included on a 'first-day' checklist. Learners will undertake the two activities by selecting and preparing equipment and materials, and dressing appropriately. Learners must show that they can work safely under supervision when using equipment and materials, and provided PPE (where appropriate), to complete the work-related task. They will demonstrate basic communication and appropriate work skills to complete the task. Learners' participation in the work-related activities will demonstrate knowledge of the purpose and an ability to follow processes towards achieving an outcome.

Entry 3

Learners can, with limited guidance, demonstrate a basic understanding of what work experience is and identify at least three types of work experience – such as placements, volunteering, work shadowing, visits, and virtual work experience – and identify sources of information about work experience.

Learners can, with minimal support, identify a range of at least four simple work-related activities, e.g. cleaning, serving, tidying, helping customers, or basic administration, and identify at least three benefits of taking part in work experience or work-related activities. They can, with minimal support, identify at least three personal expectations of work, e.g. learning new skills, understanding job roles, and gaining confidence, and at least three employer expectations of work, e.g. punctuality, reliability, following rules, being polite, and working safely.

Learners can prepare to take part in a work placement or at least three work-related activities by completing planning documentation with minimal support. This includes providing details of the activities, where they will take place, planning their route and mode of transport, and producing a 'first-day' checklist. They will undertake the activities by selecting and preparing appropriate equipment and materials, dressing suitably for the role, selecting appropriate PPE, if applicable, and following instructions. They must show they can work safely with some guidance and minimal supervision, using equipment and materials appropriately. They will demonstrate basic communication and work skills, showing a basic understanding of the purpose of the task and the steps needed to achieve an outcome.

Level 1

Learners can independently describe what work experience is and a range of different types of work experience and work-related activities, including sources of information about work experience and/or work-related activities. They can give examples of and describe a range of work-related activities. They can clearly describe a range of benefits that work experience and related activities provide for their own personal development and employability. They can describe at least three of their own expectations of work experience and at least four employer expectations, giving reasons why these expectations are important in the workplace.

Learners can plan and prepare for work experience or work-related activities with little or no support, accurately identifying workplace details, planning travel arrangements (including timing and costs where appropriate), and preparing required documentation. They can produce a clear and relevant first-day checklist. Learners will take part in a work placement or work-related activities, demonstrating appropriate skills, behaviours, and attitudes, including effective communication, teamwork, reliability, and a positive approach to learning. They will consistently follow health and safety procedures and use equipment and materials correctly.

Learners' participation demonstrates an understanding of workplace processes and the ability to follow instructions to complete tasks successfully.

Level 2

Learners can clearly explain a wide range of different types of work experience and work-related activities, and sources of information about work experience and/or work-related activities, including their value for employability and progression. They can give detailed examples of work-related activities and explain how these develop transferable skills.

Learners can explain at least three or four of their own expectations and at least four employer expectations, including how meeting these expectations impacts workplace performance, relationships, and future employment opportunities. Learners can independently plan, prepare for, and organise work experience or work-related activities, producing accurate and well-structured planning documentation. This includes detailed travel planning, contingency planning, and thorough preparation of required documents and first-day arrangements. They will take part in work-related activities, demonstrating confidence, independence, and professionalism. They will apply appropriate work skills, interpersonal skills, and positive behaviours consistently, while working safely and responsibly in line with workplace policies and procedures. Their participation demonstrates a clear understanding of workplace systems, processes, and expectations, and the ability to complete tasks to an appropriate standard with minimal supervision.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and can complete basic work-related tasks with close supervision and prompts. Learners can recognise their role in a team and follow instructions from others. Learners are beginning to develop confidence to make simple choices, such as selecting appropriate clothing or checking instructions.
- Entry 2 learners require support to complete tasks but can take some responsibility for their behaviour during work-related activities. They can complete basic work-related tasks with supervision and recognise their role within a team and follow instructions from others. Learners begin to make simple decisions, e.g. checking instructions or preparing appropriate clothing for work.
- Entry 3 learners can work with limited or occasional supervision and take responsibility for punctuality, behaviour, and task completion. Learners recognise their role in a team and work cooperatively with others responding positively to feedback and make improvements where needed.

- Level 1 learners will work independently, with minimal supervision, taking responsibility for their own behaviour, timekeeping, and quality of work. Learners will follow workplace rules and procedures consistently and will work cooperatively with others responding positively to feedback and make improvements where needed.
- Level 2 learners can work independently, with minimal supervision, taking full responsibility for their decisions, actions, and performance and can demonstrate readiness for employment, apprenticeships, or further training.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 15: Rights and responsibilities in the workplace

Purpose and Aim: To develop learners' understanding of work-related rights and responsibilities in relation to themselves and their peers, as employees and employers, taking into account legal rights, and to develop the skills to be able to take social and personal responsibility.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how employees and employers can demonstrate taking responsibility for meeting workplace rights and responsibilities.	Explain how employees and employers can demonstrate taking responsibility for meeting workplace rights and responsibilities.
List examples of different workplace rights and responsibilities and a way to take responsibility.	State different workplace rights and responsibilities and basic ways individuals can take responsibility.	Identify workplace rights and responsibilities for employees and employers and ways individuals can take responsibility.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can list, with support, different workplace rights and responsibilities from given examples. They can recognise ways that individuals can take responsibility. Learners can demonstrate simple recall of at least two workplace rights and two responsibilities. They can recognise at least one way that individuals can take responsibility. Learners can select, match, or point to simple examples of workplace rights and responsibilities and ways to take responsibility. Learners require significant support to complete tasks.

Entry 2

Learners can state, with some support, at least two different workplace rights and two responsibilities and demonstrate basic knowledge of these rights and responsibilities. Learners can state at least two different ways that individuals can take responsibility. Learners can provide basic examples of workplace rights and responsibilities and ways to take responsibility. Learners require some support and prompting to complete tasks.

Entry 3

Learners can, with minimal support, identify a range of at least three different workplace rights and three responsibilities, and at least two different ways that individuals can take responsibility. They know the differences between workplace rights and responsibilities, giving appropriate examples. They demonstrate some knowledge of a range of ways that individuals can take responsibility. Learners can accurately identify a range of workplace rights and responsibilities for both employees and employers. They can specify different ways that individuals can take responsibility. Learners require occasional prompting and guidance to complete tasks.

Level 1

Learners can describe how employees and employers can be responsible for meeting workplace rights and responsibilities. They demonstrate an understanding of the differences between workplace rights and responsibilities, including legal rights, for both employers and employees, providing at least three rights and three responsibilities for both employers and employees. They are able to provide a range of appropriate examples in at least two different workplace contexts. They understand a number of different ways that individuals can take personal and social responsibility.

Level 2

Learners demonstrate a confident understanding of the differences between workplace rights and responsibilities for both employers and employees. They use their knowledge and understanding to identify a range of different ways that individuals can demonstrate personal and social responsibility in different contrasting workplace contexts. They are able to explain and provide at least four examples of rights and responsibilities for employers and at least four examples for employees, including specific legal rights. They are able to explain how individuals can demonstrate taking social and personal responsibility in at least three contrasting workplace contexts.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. They are accountable for attempting tasks with support and responding to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They are accountable for completing tasks as instructed and attempting to explain their understanding.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for new aspects. They can gather information from given, simple sources. They will complete tasks and identify obvious connections.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of provided sources. They are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present.
- Level 2 learners can work independently and manage their own learning to complete complex tasks with some guidance. They can identify, select, and use information from a variety of sources, including some self-selected.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 16: Understanding the changing labour market

Purpose and Aim: To develop learners' understanding of what affects the labour market, including supply and demand, technological development, and local and national education and economic initiatives, and develop the skills to adapt to outside factors when looking at career options.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe a range of factors affecting the labour market and their impact on own job choices, and produce a realistic career plan showing how own career choices and skills can be adapted to respond to changing opportunities.	Explain a range of factors affecting the labour market and their impact on own job choices, and produce a detailed, personalised career plan showing strategies to respond to changing opportunities.
State simple factors that affect jobs in the local labour market and suggest one way to adapt own job choice if the first option is not available.	Outline basic factors that affect the local and national labour market and suggest alternative options to own job choice, including skills that may be needed to adapt to change.	Identify factors affecting the local and national labour market and produce a simple plan showing how own career choice and skills could be adapted to respond to change.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can state, with support, what the labour market is like in simple terms, e.g. people looking for jobs, businesses looking for workers. They can state one or two simple factors that impact on their local labour market, e.g. the number of jobs, a new shopping centre, etc. Learners can identify one job that they may be interested in and give one simple reason why, e.g. it is in an area that interests them, the job location, working with people, etc. Learners can, with support, suggest an alternative job they may like to do if their first choice is not available and give one simple reason for choosing this alternative, e.g. interest in the job role, etc. Learners will require significant guidance and instruction to complete the tasks.

Entry 2

Learners can, with some support, complete basic research to investigate the local labour market and outline in simple terms what the labour market is. They can give at least two basic factors that affect jobs locally or nationally, e.g. an increased number of jobs, investment in the local area, etc. giving at least one reason for each. They can research and select two job options that they may be interested in. They can, with some support, recognise their own skills through a simple self-assessment activity. They can outline at least two ways they may need to adapt their own job choices, including skills that may be needed to adapt to change, e.g. searching in a different location or sector, or adapting their own skills by taking part in training to gain a specific skill or knowledge. They should give at least one reason why they might need to adapt their choice and their own skills if their preferred job is not available. Learners will, at times, require support and guidance to complete the tasks.

Entry 3

Learners can, with limited support, complete basic research to investigate the local and national labour market and identify, in simple terms, what the labour market is. They can identify at least three key factors that affect jobs both locally and nationally. Learners can research and select at least one career choice that they may be interested in. They can recognise how the factors they have identified may affect their career choice, giving at least two reasons for the effect of each factor. They can identify their own skills, interests, and what they enjoy doing by completing a simple self-assessment activity, e.g. using a template or careers website. They can produce a simple plan that includes at least two

ways they could use to adapt their skills, and two ways they could adapt their career choice to respond to the identified factors. Learners may require some support and prompting to complete the tasks.

Level 1

Learners can complete research to investigate the local and national labour market and describe what the broader 'labour market' is like, giving appropriate examples and reasons to support their descriptions. They can describe a range of at least four factors affecting the local and national labour market and how these factors may affect their own career choices. Learners can identify and describe their own skills by completing a self-assessment activity and produce a realistic career plan that identifies their own current skills and career choices, along with activities to develop their own skills. They can show how these career choices and skills can be adapted to respond to changing opportunities if their first career choice is not available. Learners may require occasional prompting.

Level 2

Learners can complete research to investigate the local and national labour market and explain the complexity of the broader 'labour market' and the impact of factors such as supply and demand, technology, and local/national education and economic initiatives on the local and national labour market. They will support their explanations with clear examples and reasoning. Learners can identify their own skills by completing a self-assessment activity and develop a detailed, personalised career plan, showing current skills and career choices and setting realistic short- and long-term goals. Learners can show how they can adapt and develop their skills and career choices to respond to changing labour market conditions, identifying transferable skills and strategies to remain employable. Learners will work independently to complete their tasks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance to help to identify factors that impact on the job market. They will be able to follow instructions to take part in a simple activity to select jobs they may be interested in and alternative jobs if their first choice is not available and provides reasons for these choices.
- Entry 2 learners need guidance and some support to investigate labour markets, factors that affect the labour market and to identify alternative jobs. They can follow step-by-step activities with prompts to make informed choices.

- Entry 3 learners are able to work with some independence but will need occasional support to investigate labour market factors and create simple plans. They can give basic descriptions of their choices and alternatives when guided.
- Level 1 learners can work independently on structured tasks, making informed decisions about career planning with minimal guidance. They take responsibility for describing and supporting their choices with sound reasoning. Learners may require occasional prompting.
- Level 2 learners can work independently to research, review, and plan their career pathways. They take full responsibility for adapting to external changes, show resilience in planning for setbacks, and can identify when to seek support or additional information.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 17: Using IT in the workplace

Purpose and Aim: To develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe why privacy and security are important and use digital applications to create a simple digital document.	Explain the risks in digital environments and select and use appropriate digital tools to create a digital document.
List common digital devices and safe online behaviours and follow simple instructions to complete a basic digital task.	Outline common digital devices and safe online behaviours and use simple workplace software to complete a basic digital task.	Identify why privacy and security are important and use tools and settings to create a simple digital document.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can demonstrate a basic understanding of digital environments and are able to recognise very familiar digital devices and the simplest examples of safe online behaviour. They require significant support and rely on prompts, repetition and structured tasks to participate. Learners at this level may not yet be able to describe the purpose of digital tools in detail, but they can show, using pointing, repetition or brief verbal responses, that they can identify a phone, tablet or computer when asked. When completing basic digital tasks, they can follow a series of very simple, modelled steps, such as clicking an icon or typing a small number of letters, typically with a high level of scaffolding.

Their responses to safety and privacy will be limited to recognising images or situations that the teacher has explicitly taught, such as identifying that a password should not be shared or that a suspicious pop-up should be shown to the teacher. Learners will need significant help to complete all tasks.

Entry 2

Learners are developing an understanding of everyday digital devices and can outline, with some support, their basic functions in simple terms. They are able to give an outline of common examples of digital tools and can make short statements about safe and unsafe online behaviours, usually when prompted or when given clear scenarios by the teacher. Their ability to work through a digital task is more independent, though they still require regular reminders and modelling.

Learners can open simple applications, type short sentences and save files using a basic filename. They can briefly outline why something is unsafe, such as identifying that a message from an unknown sender should not be clicked. They can complete a short notice or message.

Entry 3

Learners show some understanding of the purpose of digital devices and can identify why privacy and security matter in simple workplace contexts. They use digital tools with more independence and can make choices about formatting and/ or basic settings. Learners are able to produce a short, structured digital document that includes headings, bullet points or images and they can identify why these tools help make information clearer.

Learners can provide a brief description as to why some behaviours are unsafe. They can independently log into a device, find a file, and reopen saved work with only occasional guidance and support.

Level 1

Learners have more secure understanding of digital environments and can describe the importance of privacy and security. They can create digital documents that show clarity and consistency, using formatting not just for appearance but to enhance meaning. They can complete digital tasks with some independence, selecting appropriate tools such as word processors, basic spreadsheets or presentation software.

Learners can make decisions during tasks and justify these decisions in simple terms, such as why a memo requires clear headings or why a staff notice needs bullet points. They understand the implications of unsafe digital behaviour and can describe how to avoid common risks such as weak passwords or unlocked screens. They may require occasional prompts.

Level 2

Learners understand digital environments and the risks associated with them. They are able to explain a range of digital threats including insecure networks, phishing attempts and poor access control and can explain the consequences for individuals and organisations. They can select the most appropriate digital tools for a task.

Learners produce well-structured, professional-quality digital documents that show organisation and appropriate formatting. They work independently using document styles, creating structured layouts, and organising files with version control. They show an awareness of workplace standards.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and close guidance. They are able to ask for help when needed, for example, when they are unsure about a pop-up message.
- Entry 2 learners require support and guidance to complete their tasks and need prompts and reminders. They will demonstrate minimal independence for the tasks.
- Entry 3 learners can work more independently with occasional guidance and identify what they did and why. For example, they may be able to state that they made the title bigger so people can read it.
- Level 1 learners work mostly independently and can make decisions such as choosing the best application for the task and work with a degree of independence. They may require occasional prompts.
- Level 2 learners can work independently and confidently and can make appropriate and safe decisions regarding tasks given. They may not do this first time, but they are able to amend their decisions appropriately if required.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Science and Technology**:

- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 18: Wellbeing and work

Purpose and Aim: To develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe practical ways to manage wellbeing at work and demonstrate strategies for building and maintaining positive working relationships.	Explain a range of practical ways to manage wellbeing at work and demonstrate strategies for building and maintaining positive working relationships in different contexts.
State a simple way to look after wellbeing at work and demonstrate straightforward ways to have a positive interaction at work.	Outline methods to look after wellbeing at work and demonstrate a few ways to build and maintain positive working relationships.	Identify methods for managing wellbeing at work and demonstrate ways to build and maintain positive working relationships.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, state a single, simple way to look after personal wellbeing at work, such as 'taking a break,' 'drinking water,' or 'asking for help.' Learners will require prompts and support to provide these responses. They can also demonstrate a straightforward positive interaction, such as saying 'please' or 'thank you,' offering a greeting, or listening attentively to a colleague. Learners may need verbal or visual cues to help them initiate or demonstrate these interactions. When asked about a work-related problems affecting their feelings, learners can recognise the need to speak to a trusted person, such as a supervisor, with guidance in the form of support cues.

Entry 2

Learners can, with some support, outline at least two straightforward methods to look after their own wellbeing at work, such as 'taking regular breaks,' 'staying hydrated,' 'asking for help,' or 'planning tasks to manage stress.' Learners are likely to require light prompting or visual aids to recall these methods. They can demonstrate simple, positive workplace behaviours that help to build and maintain relationships, such as greeting colleagues, using polite and respectful language, offering help, or listening during a short interaction. Learners are also able to identify at least one formal or informal source of support at work, such as a supervisor, HR, or an employee assistance programme, and can initiate contact when help is needed. Basic verbal or situational cues, e.g. role-play or guided examples may be used to support the learner in demonstrating these behaviours. Learners show some awareness that positive communication and supportive actions contribute to a healthy working environment.

Entry 3

Learners can, with minimal support, identify at least three ways for managing their wellbeing at work, such as 'taking regular breaks,' 'asking for help when needed,' 'organising tasks by priority,' or 'maintaining a healthy work-life balance.' They may use written, verbal, or visual methods to present these ways and can briefly identify how each one supports their wellbeing. Some support or prompting may be required to help learners recall or connect the strategies to workplace contexts. Learners can demonstrate ways to build and maintain positive working relationships, such as communicating politely, offering help to colleagues, or showing active listening during a conversation. They may also demonstrate behaviours that contribute to teamwork,

such as acknowledging others' efforts or responding appropriately to feedback. Learners can name at least one source of workplace support and can identify when they might use it to seek help or advice. Minimal verbal or situational cues, e.g. during a role-play or workplace simulation, may be provided to help them display these behaviours.

Level 1

Learners can describe the four key components of personal wellbeing – physical, mental, social, and financial – and a range of practical ways to manage their wellbeing at work, referring to both physical and mental aspects against each component. They can describe simple, structured approaches to managing workload, examples may include 'taking regular breaks,' 'organising tasks by priority,' 'seeking support when stressed,' or 'maintaining a healthy work-life balance.' Learners can describe how these actions contribute to wellbeing and productivity, using clear, simple descriptions. Learners can also demonstrate strategies for building and maintaining positive working relationships in realistic or simulated workplace scenarios. This may include greeting colleagues appropriately, showing active listening, offering help, communicating politely and professionally, or resolving minor disagreements respectfully. They should be able to adapt their approach depending on the context, such as a formal meeting or an informal interaction with peers.

Level 2

Learners can explain how multiple, interconnected factors affect workplace wellbeing, including clarity of job roles, the quality of relationships, workload balance, and a supportive organisational culture. They can explain a range of ways to manage wellbeing at work, these may include setting boundaries to manage workload, practising time management, seeking feedback, using stress-reduction techniques, and accessing formal or informal support when needed. Learners should be able to link these ways to specific workplace factors that influence wellbeing, such as workload, relationships, and organisational expectations. Explanations should demonstrate understanding of why these ways are effective, showing awareness of their role in sustaining professional performance and emotional resilience. Learners can also demonstrate effective strategies for building and maintaining positive working relationships across a range of contexts, such as team collaboration and communication situations. Evidence may include active listening, assertive but respectful communication, conflict resolution, giving and receiving feedback, or supporting colleagues. Learners can recognise when a situation requires formal support and knows how to independently access the appropriate channel. Learners are expected to adapt their approach appropriately to the situation – showing professionalism in formal contexts, e.g. meetings, supervision, and cooperation in informal interactions, e.g. peer discussions. Role-play, observation, or workplace simulation can be used to assess these skills.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require consistent guidance to identify their wellbeing needs and demonstrate positive interactions. Their responsibility is focused on responding to prompts from a trusted adult to meet the assessment criterion, showing a basic awareness of how to take care of themselves at work.
- Entry 2 learners require less direct guidance than at Entry Level 1 when listing methods to maintain their wellbeing and demonstrating positive behaviours. They can apply simple methods for managing work-related stress, such as taking breaks. Learners can also take the initial step in addressing work-related problems, e.g. saying, 'I need to speak to my manager about a workload issue,' and can seek help when needed with minimal support.
- Entry 3 learners show growing independence in knowing how to manage their basic wellbeing needs and maintain positive relationships at work. They can take the first step in addressing an issue by communicating appropriately, for example saying, 'I'm finding this task difficult – could we discuss a plan?' Their accountability is demonstrated through use of basic wellbeing strategies and positive interactions that would help to maintain a constructive and supportive approach to their work and other people in the workplace.
- Level 1 learners demonstrate autonomy in following established personal wellbeing strategies and managing their routine workload. They can take some responsibility for maintaining positive working relationships across a variety of contexts. Learners also show accountability by using recognised workplace support systems or resources when needed and can model positive and respectful behaviours in their interactions.
- Level 2 learners know how to manage their own wellbeing and demonstrate autonomy by adapting their strategies to changing work conditions. They take responsibility for their actions and communication and can proactively address or prevent work-related problems.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.
- How we process and respond to our experiences affects our mental health and emotional well-being
- Healthy relationships are fundamental to our well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfW 19: Working in Wales

Purpose and Aim: To develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. Find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually¹.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the key features of the Welsh job market and how this relates to other countries and the skills required for a range of sectors within the Welsh economy.	Explain the key features of the Welsh job market, and how this relates to the international economy, considering the skills required for a range of sectors within the Welsh economy.
State the basic key features of the local job market in Wales, including the generic skills required for employment in one sector.	Outline key features of the local and regional Welsh labour market and the skills needed for employment in at least one sector.	Identify key features of the Welsh labour market, including global companies in Wales and the skills needed for employment in two sectors.		

¹ This unit is not designed to develop Welsh language skills.

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and state some of the key features of the local job market, e.g. types of jobs, major employers, and how this relates to their own skills and goals. They should have a simple appreciation of some of the generic skills that are required for employment roles within one sector of the economy.

Entry 2

Learners can, with some support, outline the key components of both the local and regional job market, e.g. broad trends in different sectors, types of jobs, major employers, and appreciate how this relates to their future plans. They can give an outline of some specific skills required for employment in at least one sector of the economy.

Entry 3

Learners can, with minimal support, identify key features of the current state of the Welsh job market, e.g. different sectors, types of jobs, major employers, shift/patterns of work, working from home, etc., and the opportunities available to them. They know that Wales has a role in the global economy and which countries they trade with, and they have an appreciation of how important this is to the Welsh economy. Learners can identify the generic skills that are required for employment in Wales and some specific skills that are required in two sectors of the economy. They can accurately identify at least one company from abroad that has factories and businesses within Wales.

Level 1

Learners have some understanding of the Welsh job market, e.g. trends in different sectors/technological influence, types of jobs, major employers, etc. They have an understanding that job markets are dynamic and changes may occur. They understand that Wales has a place in the international economy and that businesses from abroad choose to locate in Wales. They understand and can describe a range of the skills and knowledge required to be a successful employee across a range of at least three sectors within the Welsh economy.

Level 2

Learners can explain the current trends and state of the Welsh job market both as a whole and how this relates to the different regions, e.g. trends in different sectors, technology and AI influences, types of jobs, major employers, homeworking, part-time/flexible work. They understand that Wales is part of the international economy, and the impact of this upon the Welsh job market. They can research and present information on the skills and knowledge required to be a successful employee in a range of at least three sectors within the Welsh economy.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple instructions. Learners can attempt tasks with support and prompts.
- Entry 2 learners require guidance and support but can complete simple, structured tasks. They can follow a short sequence of instructions. Accountable for completing tasks as instructed and attempting to describe their knowledge.
- Entry 3 learners can complete familiar, structured tasks with some independence but may need prompting for less structured activities. They can gather information from given, simple sources. They will complete tasks and identify obvious connections.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of provided sources. Learners are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present.
- Level 2 learners can work independently and manage their own learning to complete complex tasks with some guidance. They can identify, select, and use information from a variety of sources, including some self-selected sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities** and **Languages, Literacy and Communication**:

- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Expressing ourselves through languages is key to communication.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

6 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across the whole qualification.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Qualifications Wales requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- achieve sufficient Guided Learning Hours at Pass; see table below

Qualification size	Requirements for Skills for Work units
Award (60 GLH)	To achieve an award, a learner must pass units totalling 60 GLH, of which a minimum of 40 GLH must be at or above the level of the qualification.
Certificate (120 GLH)	To achieve a certificate, a learner must pass units totalling 120 GLH, of which a minimum of 80 GLH must be at or above the level of the qualification.
Diploma (240 GLH)	To achieve a diploma, a learner must pass units totalling at least 240 GLH, of which a minimum of 160 GLH must be at or above the level of the qualification.

It is the responsibility of a centre to ensure that the correct unit combination is adhered to. Learners who do not achieve sufficient GLH for a Certificate or a Diploma may be eligible to achieve a smaller-sized qualification in the same suite provided they have met the requirement for guided learning at Pass.

Calculation of the qualification level

The qualification grade is an aggregation of a learner's unit-level performance. The Skills for Work suite comprises Entry Level 1 to Level 2 qualifications, which are awarded according to the GLH conditions and requirements shown in the tables below.

Entry 1–Level 2 Award (60 GLH)

Qualification size/level	Minimum required Guided Learning Hours at each level
Entry 1 Award	A minimum of 60 GLH at Entry 1
Entry 2 Award	A minimum of 60 GLH, of which a minimum of 40 GLH must be at Entry 2 or above
Entry 3 Award	A minimum of 60 GLH, of which a minimum of 40 GLH must be at Entry 3 or above
Level 1 Award	A minimum of 60 GLH, of which a minimum of 40 GLH must be at Level 1 or above
Level 2 Award	Minimum of 60 GLH, of which a minimum of 40 GLH must be at Level 2

Entry 1–Level 2 Certificate (120 GLH)

Qualification size/level	Minimum required Guided Learning Hours at each level
Entry 1 Certificate	A minimum of 120 GLH at Entry 1
Entry 2 Certificate	A minimum of 120 GLH, of which a minimum of 80 GLH must be at Entry 2 or above
Entry 3 Certificate	A minimum of 120 GLH, of which a minimum of 80 GLH must be at Entry 3 or above
Level 1 Certificate	A minimum of 120 GLH, of which a minimum of 80 GLH must be at Level 1 or above
Level 2 Certificate	Minimum of 120 GLH, of which a minimum of 80 GLH must be at Level 2

Entry 1–Level 2 Diploma (240 GLH)

Qualification size/level	Minimum required Guided Learning Hours at each level
Entry 1 Diploma	A minimum of 240 GLH at Entry 1
Entry 2 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Entry 2 or above
Entry 3 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Entry 3 or above
Level 1 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Level 1 or above
Level 2 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Level 2

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification level for your learners when the unit grades are submitted and the qualification claim is made. Learners will be awarded on achieving the required number of guided learning hours according to the GLH conditions and requirements shown in the tables above.

Examples of level calculations based on the table applicable to registrations for first teaching from September 2027

Example 1: Achievement of an Entry Level 2 Award (60 GLH)

Units	GLH	Level
Unit SfW 2	20	Entry 2
Unit SfW 7	10	Entry 1
Unit SfW 14	20	Entry 2
Unit SfW 15	10	Entry 1
Totals	60	

The learner has achieved sufficient GLH (60) to achieve an award at Entry Level 2 (minimum 40 GLH).

Example 2: Achievement of a Level 2 Award (60 GLH)

Units	GLH	Level
Unit SfW 3	20	Level 1
Unit SfW 5	10	Level 2
Unit SfW 8	10	Level 2
Unit SfW11	20	Level 2
Totals	60	

The learner has achieved sufficient GLH (60) to achieve an award at Level 2 (minimum 40 GLH).

Example 3: Achievement of a Level 1 Award (60 GLH)

Units	GLH	Level
Unit SfW 1	10	Level 1
Unit SfW 8	10	Entry 2
Unit SfW 14	20	Level 1
Unit SfW 15	10	Entry 3
Unit SfW 16	10	Level 1
Totals	60	

The learner has achieved sufficient GLH (60) to achieve an award at Level 1 (minimum 40 GLH).

Example 4: Achievement of an Entry Level 3 Certificate (120 GLH)

Units	GLH	Level
Unit SfW 3	20	Entry 3
Unit SfW 4	20	Entry 3
Unit SfW 9	20	Entry 3
Unit SfW 12	20	Entry 2
Unit SfW 13	20	Level 1
Unit SfW 17	10	Entry 3
Unit SfW 19	10	Entry 2
Totals	120	

The learner has achieved sufficient GLH (120) to achieve a certificate at Entry Level 3 (minimum 80 GLH).

Example 5: Achievement of a Level 2 Certificate (120 GLH)

Units	GLH	Level
Unit SfW 3	20	Level 2
Unit SfW 5	10	Level 1
Unit SfW 9	20	Level 2
Unit SfW 11	20	Level 2
Unit SfW 13	20	Level 1
Unit SfW 16	10	Level 2
Unit SfW 17	10	Level 2
Unit SfW 18	10	Level 2
Totals	120	

The learner has achieved sufficient GLH (120) to achieve a certificate at Level 2 (minimum 80 GLH).

Example 6: Achievement of an Entry Level 1 Certificate (120 GLH)

Units	GLH	Level
Unit SfW 1	10	Entry 1
Unit SfW 2	20	Entry 1
Unit SfW 4	20	Entry 1
Unit SfW 8	10	Entry 2
Unit SfW 11	20	Entry 1
Unit SfW 13	20	Entry 2
Unit SfW 14	20	Entry 2
Totals	120	

The learner has achieved sufficient GLH to achieve a certificate (120) at Entry Level 1, but not enough for a higher level (minimum 80 GLH at E2 or above).

Example 7: Achievement of an Entry Level 2 Diploma (240 GLH)

Units	GLH	Level
Unit SfW 1	10	Entry 2
Unit SfW 2	20	Entry 2
Unit SfW 3	20	Entry 3
Unit SfW 4	20	Entry 2
Unit SfW 5	10	Entry 1
Unit SfW 7	10	Entry 2
Unit SfW 8	10	Entry 2
Unit SfW 9	20	Entry 2
Unit SfW 11	20	Entry 1
Unit SfW 12	20	Entry 2
Unit SfW 13	20	Entry 2
Unit SfW 14	20	Entry 2
Unit SfW 16	10	Entry 2
Unit SfW 17	10	Entry 1
Unit SfW 18	10	Entry 2
Unit SfW 19	10	Entry 1
Totals	240	

The learner has achieved sufficient GLH (240) to achieve a diploma at Entry Level 2 (minimum 160 GLH).

Example 8: Achievement of an Entry Level 1 Diploma (240 GLH)

Units	GLH	Level
Unit SfW 1	10	Entry 1
Unit SfW 2	20	Entry 1
Unit SfW 3	20	Entry 1
Unit SfW 4	20	Entry 1
Unit SfW 5	10	Entry 2
Unit SfW 6	20	Entry 1
Unit SfW 8	10	Entry 2
Unit SfW 9	20	Entry 2
Unit SfW 10	10	Entry 1
Unit SfW 12	20	Entry 1
Unit SfW 13	20	Entry 2
Unit SfW 14	20	Entry 2
Unit SfW 15	10	Entry 1
Unit SfW 17	10	Entry 1
Unit SfW 18	10	Entry 2
Unit SfW 19	10	Entry 2
Totals	240	

The learner has achieved sufficient GLH (240) to achieve a diploma at Entry Level 1, but not enough for a higher level (minimum 160 GLH at E2 or above).

Example 9: Achievement of an Entry Level 3 Diploma (240 GLH)

Units	GLH	Level
Unit SfW 1	10	Level 1
Unit SfW 2	20	Entry 3
Unit SfW 3	20	Entry 3
Unit SfW 4	20	Entry 3
Unit SfW 5	10	Entry 3
Unit SfW 6	20	Entry 2
Unit SfW 9	20	Level 1
Unit SfW 11	20	Entry 2
Unit SfW 12	20	Entry 3
Unit SfW 13	20	Entry 3
Unit SfW 14	20	Entry 3
Unit SfW 15	10	Entry 3
Unit SfW 16	10	Entry 3
Unit SfW 17	10	Entry 3
Unit SfW 19	10	Level 1
Totals	240	

The learner has achieved sufficient GLH (240) to achieve a diploma at Entry Level 3 (minimum 160 GLH).

7 Glossary

Part A – General terminology used in the specification

Term	Definition
Level	Units and qualifications have levels assigned to them. The levels assigned is informed by the CQFW level descriptors defined by Qualifications Wales, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve teachers and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to pass the unit.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Glossary of terms used for internally assessed units

Term	Definition
Apply/use	Learners implement a method, technique, process or approach in an activity.
Assess	Learners give careful consideration to all the factors or events that apply, identify which are the most important or relevant, and make a judgement on the importance of the factors.
Basic	Learners provide examples or evidence that is that are simple in style and provide only the most necessary features.
Compare	Learners identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Compile	Learners can collect and present information or evidence in sequence or in a logical order.
Confident	Learners' work demonstrates well developed and secure application of skills or processes that are significantly beyond a basic level.
Create/Produce	Learners generate an idea/outcome that meets specific criteria.
Demonstrate	Learners carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear account in their own words, including all the relevant information, e.g. qualities, characteristics or events, etc. Description shows recall and in some cases application.
Detailed	Learners provide additional facts or information beyond a simple response.
Explain	Learners provide details and give reasons and/or evidence to support an opinion, view or argument. OR Learners provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Interpret	Learners can state the meaning, purpose or qualities of something through the use of images, words or other expressions.

Term	Definition
List	Learners provide information as an item-by-item record of names or things.
Outline	Learners provide a summary, overview or brief description.
Partial/Some	To an extent, but not completely. Learners do not include all of the requirements.
Participate	Learners demonstrate skills through practical activities, in line with certain requirements.
Perform	Learners demonstrate a range of skills required to complete a given activity.
Realistic	Learners demonstrate insight into the logistics and manageability of proposals, plans, objectives, or ideas and show consideration of the potential to achieve the outcomes.
Recall	Learners can show accurate memory of previously imparted information or prior events to inform their work, performance or practice.
Recognise	Learners can identify or provide evidence that they have the knowledge to act on the demands of an assignment or given situation.
Refine	Learners make considered improvements to outcomes.
Review	Learners consider evidence in order to make judgements about the qualities.
Select	Learners choose the best or most suitable option, whether of materials, techniques, equipment, or processes.
Simple	Learners provide examples or evidence that are not complicated, are easy to understand, and do not go beyond the basic requirements.
Specific	Learners provide examples or evidence that refers to a particular fixed context, problem or subject.
State	Express information in clear and precise terms.
Understand	Learners demonstrate insight into a subject or the ability to interpret it.

Annexe A: CQFW Level Descriptors

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3		
Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge, or understanding that relate to the immediate environment	Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance	Achievement at Entry 3 reflects the ability to make use of skills, structured tasks, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance	Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance

CQFW Level Descriptor in Detail:

Entry Level 1:

Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge, or understanding that relate to the immediate environment.

Entry Level 2:

Summary: Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

Knowledge and understanding: Use knowledge or understanding to carry out simple, familiar activities. Know the steps needed to complete simple activities.

Application and action: Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.

Autonomy and accountability: With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities.

Entry Level 3:

Summary: Achievement at Entry 3 reflects the ability to make use of skills, structured tasks, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.

Knowledge and understanding: Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.

Application and action: Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.

Autonomy and accountability: With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.

Level 1:

Summary: Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Knowledge and understanding: Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work.

Application and action: Complete well defined, routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.

Autonomy and accountability: Take responsibility for completing tasks and procedures. Exercise autonomy and judgement subject to overall direction or guidance.

Level 2:

Summary: Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

Knowledge and understanding: Use understanding of facts, procedures and ideas to complete well- defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.

Application and action: Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

Autonomy and accountability: Take responsibility for completing tasks and procedures. Exercise autonomy and judgement subject to overall direction or guidance.

Annexe B: Units mapped against Curriculum for Wales Cross-curricular skills frameworks

SfW Units mapping against Curriculum of Wales Cross-curricular skills frameworks

Unit Title	Numeracy Links	Literacy Links	Digital Links
SfW 1: Fairness and Inclusion	✓	✓	✓
SfW 2: Personal Development Planning	✓	✓	✓
SfW 3: Sustainable Economic Development	✓	✓	✓
SfW 4: Exploring Career Pathways	✓	✓	✓
SfW 5: Jobs of the future	✓	✓	✓
SfW 6: Applying for jobs	✓	✓	✓
SfW 7: Building a Growth Mindset		✓	✓
SfW 8: Business Finance	✓	✓	✓
SfW 9: Interview and confidence techniques	✓	✓	✓
SfW 10: Overcoming barriers		✓	✓
SfW 11: Career Creativity		✓	✓
SfW 12: Customer Service	✓	✓	✓

Unit Title	Numeracy Links	Literacy Links	Digital Links
SfW 13: Enterprise venture	✓	✓	✓
SfW 14: Work experience	✓	✓	✓
SfW 15: Rights and Responsibilities		✓	✓
SfW 16: Understanding the changing labour market	✓	✓	✓
SfW 17: Using IT in the Workplace		✓	✓
SfW 18: Wellbeing and Work		✓	✓
SfW 19: Working in Wales		✓	✓

Annexe C: Evidence for Units mapped against Curriculum for Wales Cross-curricular skills frameworks

Evidence for SfW Units mapping against Curriculum for Wales Cross-curricular skills framework

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfW 1: Fairness and Inclusion	Inclusive workplace practices and open communication strategies.	cost	write, discussion, report, research, describe, explain	search
SfW 2: Personal Development Planning	Identify personal skills/interests/experience; conduct skills audits and SWOT; set short/mid/long-term goals using SMART; create and review a personal development plan with timelines and actions.	SMART goals (measurable targets), timelines/timescales; Likert/traffic-light scales in audits; ordering tasks and milestones	Reflective discussion and written plans (SWOT, action plans); giving/receiving feedback; explaining goals and progress	Using websites/online audits and information sources; creating/maintaining digital plans (calendars, to-do lists)
SfW 3: Sustainable Economic Development	Sustainability issues, environmental challenges, and action planning.	cost, financial	read, write, discussion, presentation, report, research, describe, explain	search, presentation
SfW 4: Exploring Career Pathways	Research career pathways, identify skills and qualifications, create plans.	cost	read, write, discussion, presentation, report, research, describe, explain	digital, online, search, presentation

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfW 5: Jobs of the future	Explore changes in the Welsh job market, emerging/ disappearing jobs, growing sectors; identify future skills and produce an employability plan with targets and timescales.	Interpreting sector employment numbers; ordering/plotting job-market data; timelines and scale comparisons between sectors	Research and summarise labour market information; produce plans/guides; presentations/blogs/podcasts	Online labour-market research (Careers Wales, Jobs in Wales etc.); creating digital outputs (blogs/podcasts)
SfW 6: Applying for jobs	Identify skills/aspirations and match to roles; search for jobs using offline/digital resources; compare vacancies; prepare application documents (forms/CV/cover letter) and tailor to roles.	Comparing vacancies by hours/location/pay (where used); managing time for application tasks	CVs/cover letters/application forms; tailoring content; proofreading; explaining suitability using evidence	Core use of job-search portals and employer sites; completing online forms; word processing for CVs/letters
SfW 7: Building a Growth Mindset	Develop self-awareness, resilience, and strategies for personal growth.	No direct link	write, discussion, presentation, research, describe, explain	online, search, device, presentation
SfW 8: Business Finance	Budgeting, financial planning, income sources, cost-saving strategies.	budget, calculate, cost, income, expenses, profit, financial	read, write, discussion, presentation, research, describe, explain	search, software, device, presentation

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfW 9: Interview and confidence techniques	Interview preparation (business research, travel planning, presentation); types of interviews; question techniques (STAR/claim-evidence-connection); confidence and feedback for improvement.	Planning travel timings; aptitude assessments include numerical reasoning (awareness) but not necessarily practised; time-limited activities	Research summaries; structured spoken answers (STAR); question design; reflection on feedback	Online business/careers research (Careers Wales/Working Wales); possible online interview/video tasks; using timetables online
SfW 10: Overcoming barriers	Identify workplace barriers (emotional/situational/practical/communication/EDI-related) and their impact; apply strategies for resilience, professional communication and problem-solving to overcome challenges.	No direct link (minor use where plotting simple confidence graphs or sequencing steps is used)	Explaining barriers/impacts; role-play communication; producing tables/reports/charts and step-by-step plans	Possible creation of short videos for body language/tone activities; online resources for EDI/communication; digital evidence formats
SfW 11: Career Creativity	Explore ways of working, career planning, skills audits, development plans.	No direct link	read, write, discussion, research, describe, explain	online, search, software, device
SfW 12: Customer Service	Principles of customer service, communication skills, role-play activities.	income, profit	read, write, discussion, presentation, report, research, describe, explain	online, search, presentation

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfW 13: Enterprise venture	Develop and plan an enterprise activity (product/service), set goals/targets, budget, marketing, roles and timeline; deliver the activity and review success using data and feedback.	Budgeting, costs/price, sales targets; recording sales; calculating profit/loss; charts/graphs from feedback and sales data	Research, planning documents, pitches/presentations; customer service communication; evaluation and reflection	Research; creating slideshows/video pitches; social media marketing posts; spreadsheets/tally systems for sales recording
SfW 14: Work experience	Plan and prepare for work experience/work-related activities (workplace details, expectations, documents, travel); participate safely and professionally; apply transferable skills and reflect on feedback.	Travel timing and cost calculations; timekeeping/punctuality; basic workplace numeracy where relevant (e.g. handling money)	Creating plans/checklists; understanding expectations; communication and following instructions; written reflections /reporting	Researching placements and roles online; digital/IT work-related activities (presentations/spreadsheets/digital content); online sources for opportunities
SfW 15: Rights and Responsibilities	Workplace rights and responsibilities, legal rights, personal responsibility.	No direct link	write, discussion, report, research, describe, explain	search
SfW 16: Understanding the changing labour market	Understand labour market supply/demand and factors (economic/social/tech/initiatives); research LMI; create adaptable career plan with SMART goals and Plan B options; focus on upskilling and resilience.	Interpreting labour market information (supply/demand, sector data); comparing trends; SMART measurable goals and timelines.	Research and explain factors; justify career choices; produce reports/posters/presentations; reflective planning.	Online research using LMI sources (Careers Wales/StatsWales etc.); using digital tools for career planning and upskilling awareness.

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfW 17: Using IT in the Workplace	Digital skills for workplace tasks, safe online behaviours, privacy and security.	No direct link	write, discussion, research, describe, explain	digital, online, search, software, device
SfW 18: Wellbeing and Work	Managing personal wellbeing, work-life balance, stress management.	No direct link	read, write, discussion, describe, explain	online, search
SfW 19: Working in Wales	Welsh labour market, international economy, skills for employment.	No direct link	read, write, discussion, research, describe, explain	online, search

Annexe D: Units mapped against Curriculum for Wales Cross-cutting themes

SfW Units mapping against Curriculum of Wales Cross-cutting themes

Unit Title	RSE	Human Rights	Diversity	Careers & Work-related Experiences	Local, National & International Contexts
SfW 1: Fairness and Inclusion in the Workplace		✓	✓	✓	✓
SfW 2: Personal Development Planning				✓	
SfW 3: Sustainable Economic Development			✓	✓	✓
SfW 4: Exploring Career Pathways			✓	✓	✓
SfW 5: Jobs of the future				✓	✓
SfW 6: Applying for jobs				✓	
SfW 7: Building a Growth Mindset			✓	✓	
SfW 8: Business Finance				✓	✓
SfW 9: Interview and confidence techniques				✓	

SfW 10: Overcoming barriers			✓	✓	
SfW 11: Career Creativity			✓	✓	✓
SfW 12: Customer Service			✓	✓	✓
SfW 13: Enterprise venture				✓	✓
SfW 14: Work experience				✓	✓
SfW 15: Rights and Responsibilities in the Workplace		✓	✓	✓	✓
SfW 16: Understanding the changing labour market				✓	✓
SfW 17: Using IT in the Workplace		✓		✓	✓
SfW 18: Wellbeing and Work			✓	✓	✓
SfW 19: Working in Wales			✓	✓	✓

Annexe E: Evidence for Units mapped against Curriculum for Wales Cross-cutting themes

Evidence for SfW Units mapping against Curriculum for Wales Cross-cutting themes

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links
SfW 1: Fairness and Inclusion in the Workplace	Inclusive workplace practices; open communication strategies	No direct link	Promotes fairness, equality, and respect	Strong focus on valuing diversity	Skills for workplace communication and inclusivity
SfW 2: Personal Development Planning	Identify skills/interests/experience; skills audits and SWOT; set short/mid/long-term SMART goals; create personal development plan; feedback and support networks; links to professional progression and career paths	No direct link	No direct link	No direct link (mentions respect for individual ideas/opinions but not framed as diversity theme)	Direct link: explicitly framed around future career success, professional progression, work/education goals, career paths, and employer/industry links
SfW 3: Sustainable Economic Development	Sustainability principles; action planning for home, community, and workplace	No direct link	Indirect link via environmental rights	Promotes social responsibility	Careers in green industries and sustainability roles

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links
SfW 4: Exploring Career Pathways	Career research; planning for entry into jobs; progression routes	No direct link	Indirect link through equal access to opportunities	Encourages inclusive career planning	Central theme – career planning and progression
SfW 5: Jobs of the future	Changes in Welsh job market; growing sectors (sustainability, tech, healthcare innovation, creative industries etc.); emerging/disappearing jobs; employability steps (work experience, apprenticeships, programmes); use of Careers Wales and local/regional/national labour market sources; local/regional/national/international examples used in teaching	No direct link	No direct link	No direct link	Direct link: employability planning, skills for future jobs, routes (work experience, apprenticeships), careers guidance
SfW 6: Applying for jobs	Self-awareness of skills/aptitudes/aspirations; job roles/sectors; job search methods (online/offline, agencies); prepare applications (forms, CVs, covering letters); safeguarding considerations when job searching; Careers Wales resources	No direct link	No direct link (mentions safeguarding in job searching but not rights framework)	No direct link	Direct link: core job-search and application skills; employability behaviours; careers guidance sources

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links
SfW 7: Building a Growth Mindset	Developing growth mindset; strategies for resilience and wellbeing	Indirect link (mental wellbeing)	Indirect link through empowerment	Promotes inclusion and equal opportunity	Supports employability skills and adaptability
SfW 8: Business Finance	Understanding business finance; budgeting; financial planning	No direct link	Indirect link through fairness in financial practices	Indirect – mentions equitable financial strategies	Strong link to enterprise and business-related careers
SfW 9: Interview and confidence techniques	Interview preparation, business research, interview types (screening, panel, video tasks), question types and STAR technique, confidence and professional presentation, asking for feedback; Careers Wales tools	No direct link	No direct link (mentions reducing bias in aptitude testing as rationale but not taught as human rights education)	No direct link	Direct link: interview skills, business research for recruitment, professional behaviours and employability

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links
SfW 10: Overcoming barriers	Identify workplace barriers (emotional, situational, practical, communication, physical access); professional communication and conduct (including confidentiality); EDI frameworks to reduce barriers; resilience and problem-solving strategies in workplace contexts	No direct link	No direct link (confidentiality is workplace conduct; no explicit rights education)	Direct link: explicit equality, diversity and inclusion (EDI) and disability access barriers; equality vs equity discussed	Direct link: workplace-focused barriers, professional behaviours, resilience for workplace readiness
SfW 11: Career Creativity	Exploring ways of working; skills audits; career development plans	No direct link	Indirect link through equal access to career opportunities	Encourages diversity in career choices	Central theme – career planning and progression
SfW 12: Customer Service	Principles of customer service; communication skills; role-play	No direct link	Indirect link through respect and fairness	Promotes equality and diversity awareness	Strong link to careers in customer-facing roles
SfW 13: Enterprise venture	Develop, plan, present, carry out and review an enterprise activity; marketing, budgeting, roles, risk assessment; customer service; includes research of Welsh entrepreneurs as examples.	No direct link.	No direct link.	No direct link.	Direct link: enterprise/entrepreneurship activity development, planning, delivery and evaluation.

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links
SfW 14: Work experience	Plan, prepare for and participate in work placements or work-related activities; expectations (own and employer), workplace tasks, travel planning, PPE, health and safety, communication and attitudes; Welsh work experience sources (e.g. Transport for Wales, NHS Wales)	No direct link	No direct link	No direct link (mentions accepting of others/open-mindedness but not framed as diversity education)	Direct link: explicit work experience placement and work-related activity planning and participation
SfW 15: Rights and Responsibilities in the Workplace	Workplace rights and responsibilities; legal frameworks; personal/social responsibility	No direct link	Strong link – legal rights, fairness, equality	Promotes respect and inclusion	Supports employability and workplace readiness
SfW 16: Understanding the changing labour market	Labour market concepts (supply/demand), technology and AI impacts on jobs, local/national initiatives and training routes, career planning and Plan B flexibility, use of labour market information; explicitly references Wales growth industries and Welsh data sources	No direct link	No direct link	No direct link	Direct link: career planning, employability/transferable skills, adaptability, and use of careers advice

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links
SfW 17: Using IT in the Workplace	Digital skills; safe online behaviours; creating workplace documents	Indirect link (privacy and consent)	Strong link – privacy, data protection, GDPR	Indirect – digital inclusion	Strong link to careers and digital literacy
SfW 18: Wellbeing and Work	Managing wellbeing; work-life balance; positive relationships; accessing support	Indirect link (healthy relationships, boundaries)	Indirect link – rights to safe and healthy work	Promotes inclusion and respect in workplace culture	Supports employability and resilience
SfW 19: Working in Wales	Welsh labour market; international economy; skills for Welsh employment	No direct link	Indirect link – fair access to opportunities	Promotes cultural awareness and inclusivity	Central theme – skills for Welsh employment

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