

Values for Life

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Values for Life' suite of units has been designed to develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding personal values	Recognise simple personal values (e.g., kindness, helping)	Know personal values and how they influence actions	Understand how personal values influence choices and behaviour	Understand how personal values influence behaviour and decisions	Analyse how personal values influence behaviour and decision-making in different contexts
Understanding social values	Recognise how others show values in everyday situations	Know simple social values (e.g., fairness, honesty) and how they apply in familiar contexts	Understand how values operate within groups and how they may differ between people	Understand how shared values influence communities and outcomes	Analyse how social and cultural values differ and may conflict in different contexts
Applying values (moral compass)	Choose actions that reflect simple values in familiar situations	Apply values to make choices in simple scenarios	Use values to guide choices and explain outcomes in familiar situations	Apply values to guide behaviour and reflect on outcomes	Apply values as a moral compass in complex situations, justifying and evaluating actions
Cognitive Demand	Recognise, identify, choose, give simple reasons	Identify, state, select, give simple explanations	Describe, explain, identify viewpoints, describe consequences	Outline, describe, explain, apply, review	Explain, analyse, justify, evaluate, reflect

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

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

There are no specific requirements for teaching these units above or beyond what is outlined in the qualification specifications.

Teaching staff must be suitably trained and confident in managing sensitive discussions. They must be aware of safeguarding requirements given that scenarios may include bullying, mental health, discrimination, consent and ethics.

Support staff may be required to help monitor sensitive discussions and support learners.

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

Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit. As a minimum this should include:

- an appropriate teaching space to allow for multiple group discussions to take place at the same time.
- Lesson Plans
- Visual Aids - A projector, laptop, or screen to show presentations, videos etc.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Values for Life at Entry Level 1 should include:

Assessment Type	Examples of Tasks (Values for Life E1)
Matching	Match images to values such as kindness, sharing, helping
Picture Selection	Choose the best action linked to a value from two options in a simple scenario
Pointing / Identifying	Identify a positive or negative action shown in an image
Simple Sorting	Sort actions into “kind / unkind” or “helpful / not helpful”
Simple Reflection	Identify how someone might feel after an action (e.g., happy, sad)
Short Verbal Responses	State a simple value linked to an action (e.g., “kind”, “fair”)

Entry Level 2

Assessment of Values for Life at Entry Level 2 should include:

Assessment Type	Examples of Tasks (Values for Life E2)
Matching / Labelling	Match actions or scenarios to values such as fairness, honesty, respect
Short Responses	State what simple values mean (e.g., fairness, honesty)
Scenario-Based Selection	Choose an appropriate action based on a value in a simple scenario
Sorting Tasks	Sort behaviours according to values (e.g., fair/unfair, honest/dishonest)
Structured Verbal or Written Responses	Give a reason for a choice linked to a value
Outcome Identification	Identify a possible result of an action for different people

Entry Level 3

Assessment of Values for Life at Entry Level 3 should include:

Assessment Type	Examples of Tasks (Values for Life E3)
Short Descriptions	Describe personal and social values (e.g., respect, responsibility)
Scenario-Based Tasks	Select an action based on values in a given situation
Viewpoint Identification	Identify different values held by people in a scenario
Explanation Tasks	Explain how values influence choices or viewpoints
Cause–Effect Tasks	Describe consequences of actions based on different values
Supported Discussion	Participate in structured discussion about values in familiar contexts

Level 1

Assessment of Values for Life at Level 1 should include:

Assessment Type	Examples of Tasks (Values for Life L1)
Explanatory Tasks	Describe personal and social values and how they influence behaviour
Scenario Application	Apply values to guide actions in a given situation
Situation Interpretation	Explain how values influence different viewpoints in a scenario
Impact Analysis	Describe how actions based on values affect individuals or groups
Reasoned Responses	Explain reasons for actions with reference to values
Reflective Tasks	Review how effectively values guided actions and outcomes

Level 2

Assessment of Values for Life at Level 2 should include:

Assessment Type	Examples of Tasks (Values for Life L2)
Explanatory Tasks	Explain different types of values (personal, social, cultural) and their influence
Analytical Tasks	Analyse how values shape behaviour and decisions in different contexts
Comparison Tasks	Compare how values differ between individuals, groups or cultures
Scenario Analysis	Apply values to complex situations involving conflicting priorities
Justification Tasks	Justify actions using personal or societal values
Impact Evaluation	Evaluate the impact of value-based actions on different people or groups
Reflective Evaluation	Reflect on how values influence their own behaviour and how this may develop

Unit Content

Entry Level 1

Unit Title: Values for Life

Unit Reference Number: CBM156

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Principles of Progression

Progression 1 - I am beginning to understand that my actions and those of others have causes and effects.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Know simple personal values	1.1	Identify a personal value
		1.2	Identify a behaviour linked to a value
2	Know that values influence how people act	2.1	Identify how a value can affect actions
		2.2	Identify how actions can affect others
3	Know how to choose actions that reflect values in simple situations	3.1	Choose a positive action linked to a value in a simple situation
		3.2	Give a simple reason linked to a value

Indicative Content

LO1 AC 1.1 Learners must identify (verbally or in writing) one personal value, e.g., kindness, sharing, helping others.

AC 1.2 This could include:

- helping someone shows kindness
- sharing shows fairness.

LO2 AC 2.1 This could include:

- being kind means helping

	being honest means telling the truth. AC 2.2 This could include: actions may make someone feel happy, sad, included or upset
LO3	AC 3.1 This could include: choosing to help, share, or include others in a simple scenario. AC 3.2 Examples, “it is kind”, “it is fair”, “it helps someone”.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Identifying personal and societal values, understanding how ethical choices influence sustainable living. Values like fairness, responsibility, and respect guide decisions that support environmental protection, social equity, and long-term wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Encourages moral development and societal values.

Entry Level 2

Unit Title: Values for Life

Unit Reference Number: CBM157

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Principles of Progression

Progression Step 2 - I have explored some causes and effects of events and changes in my community over time.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know personal and social values	1.1 State what is meant by a personal value
	1.2 Identify examples of social values
2. Understand how values influence behaviour in different situations	2.1 Identify how values influence actions in familiar situations
	2.2 Identify how actions based on values affect others
3. Be able to apply values in familiar situations	3.1 Choose an appropriate action based on a value in a given situation
	3.2 Give a reason for their choice linked to a value
	3.3 Identify possible outcomes of their action

Indicative Content

LO1 AC 1.1 Learners should include something important to an individual such as being kind or honest.

AC 1.2 Learners must identify at least two examples of social values e.g. fairness, respect, following rules, helping others in a group.

LO2 AC 2.1 This could include:

- honesty leading to telling the truth
- fairness leading to sharing.

AC 2.2 Examples: positive and negative effects on peers, family or groups.

LO3	AC 3.1 Learners should be supported to make a choice about an appropriate action within a given scenario e.g., acting fairly, honestly or respectfully in a scenario AC 3.2 Learners must select, identify or state a reason for their choice in AC 3.1 e.g., “it is fair”, “it is respectful”, “it is the right thing to do”. AC 3.3 Learners must identify at least two possible outcomes for their choice in AC 3.1 e.g., someone is helped, trust is built, or someone may feel upset.
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Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Identifying personal and societal values, understanding how ethical choices influence sustainable living. Values like fairness, responsibility, and respect guide decisions that support environmental protection, social equity, and long-term wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Encourages moral development and societal values.

Entry Level 3

Unit Title: Values for Life

Unit Reference Number: CBM158

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Principles of Progression

Progression Step 3 - I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know key personal and social values	1.1 Describe personal values
	1.2 Describe social values
2. Understand that values may differ between people and groups	2.1 Identify different values held by people in a situation
	2.2 Describe how different values can influence viewpoints
3. Be able to use values to guide choices in situations	3.1 Select an action based on relevant values in a given situation
	3.2 Explain how values influenced their choice
	3.3 Describe possible consequences of actions based on different values

Indicative Content

LO1	AC 1.1 Learners could include; values that guide an individual's behaviour such as honesty, responsibility.
	AC 1.2 This could include; shared values within a group or society such as fairness, respect, inclusion.
LO2	AC 2.1 Learners could include; one person values honesty, another values loyalty.
	AC 2.2 This could include; different opinions based on what individuals think is most important.

LO3	AC 3.1 Learners must make a choice about an appropriate action within a given scenario e.g., choosing an action that reflects fairness, respect or responsibility AC 3.2 Learners must explain their choice in AC 3.1 linking the decision to at least one specific values AC 3.3 Learners must describe at least two possible outcomes for their choice in AC 3.1 e.g., positive or negative outcomes for different people.
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Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	identifying personal and societal values, understanding how ethical choices influence sustainable living. Values like fairness, responsibility, and respect guide decisions that support environmental protection, social equity, and long-term wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Encourages moral development and societal values.

Level 1

Unit Title: Values for Life

Unit Reference Number: CBM159

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Principles of Progression

Progression Step 4- I can explain and analyse the causes of a range of events and changes in the past and present and can appreciate how causes can often be interconnected and differ in importance.

I can explain and analyse the effects and consequences of a range of events and changes in the past and present and understand that they differ in importance.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how personal and social values influence behaviour and decisions	1.1 Outline personal and social values
	1.2 Describe how values influence behaviour and decisions
2. Understand how values shape perspectives and outcomes	2.1 Identify how values influence different viewpoints in a situation
	2.2 Describe how values can affect outcomes for individuals and groups
3. Be able to apply personal and social values in different situations	3.1 Apply values to a given situation to guide behaviour
	3.2 Explain the reasons for actions taken based on values
	3.3 Review how effectively values guided the outcome

Indicative Content

LO1 AC 1.1 This could include; honesty, respect, responsibility, fairness, inclusion

AC1.2 Learners could include; values guiding actions in school, community or everyday life

LO2	AC 2.1 This must include at least two examples of how different priorities lead to different responses AC 2.2 Learners must include positive or negative impacts depending on values applied.
LO3	AC 3.1 Learners must include at least two values e.g. using fairness or respect to decide how to act. AC 3.2 This must include linking behaviour to personal or social values. AC 3.3 This must include both what worked well and what could be improved.

Area of Learning Experience	Humanities
Statement of What Matters	Humanities Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Identifying personal and societal values, understanding how ethical choices influence sustainable living. Values like fairness, responsibility, and respect guide decisions that support environmental protection, social equity, and long-term wellbeing.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Encourages moral development and societal values.

Level 2

Unit Title: Values for Life

Unit Reference Number: CBM160

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Principles of Progression

Progression Step 5- I can critically evaluate how various causal factors interrelate over a range of timescales and in a range of contexts. I can subsequently appreciate how and why the significance of these factors may be contested.

I can critically evaluate the consequences and significance of events and changes in a range of societies in the past and present.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the role of values as a moral compass in a changing world	1.1 Explain different types of values, including: a) Personal b) Social c) Cultural
	1.2 Describe how values influence behaviour and decision-making in different contexts
	1.3 Explain how values may change or be challenged over time or in different contexts
2. Understand differing values and their impact on perspectives	2.1 Describe how different individuals or groups prioritise values
	2.2 Explain how conflicting values can affect situations and outcomes
	2.3 Explain the impact of value-based actions on different people or groups
3. Be able to apply and reflect on values as a moral compass	3.1 Apply values to guide behaviour in a real-life situation
	3.2 Justify actions taken with reference to values

	3.3 Evaluate the impact of actions on different people or groups
	3.4 Reflect on how values influence their own behaviour and how this may develop

Indicative Content

LO1	AC 1.1 Learners must include personal, social and cultural values e.g., individual beliefs, societal expectations, cultural influences. AC 1.2 This could include; school, workplace, community, global issues. AC1.3 Learners could include changing societal expectations, cultural differences
LO2	AC 2.1 Examples could include differing beliefs, backgrounds or experiences AC 2.2 This could include; fairness vs loyalty, individual vs community needs AC 2.3 Learners must include both short- and long-term consequences
LO3	AC 3.1 Learners must apply their own values in real situation/ scenario e.g., school, home, work experience. This can be simulated where a real-life scenario does not present itself. AC 3.2 Learners must justify decisions taken under 3.1 using personal or societal values. AC 3.3 Evaluation could include, e.g., assessing fairness, benefits and disadvantages. AC 3.4 Reflection could include e.g., considering how values may evolve or be applied differently in future.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs. Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Identifying personal and societal values, understanding how ethical choices influence sustainable living. Values like fairness, responsibility, and respect guide decisions that support environmental protection, social equity, and long-term wellbeing.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human rights	Encourages moral development and societal values.