

Everyday Law

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 Everyday Law suite of units has been designed to develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

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 rules and laws	Recognise rules and laws	State the difference between rules and laws	State the purpose of laws in society	Outline how laws are made in Wales	Summarise how laws are developed and applied
Rights of the individual	State a basic right	Give examples of laws that protect individuals	Describe where to find information about legal rights	Give examples of protected characteristics	Analyse the impact of legal rights in real contexts
People who help and enforce the law	Recognise people who help keep others safe	Identify law enforcement and support roles	Use basic legal terms to describe roles and situations	Demonstrate use of complaint or reporting processes	Use appropriate authorities to resolve legal issues
Accessing help and resolving issues	Identify a way to get help	Demonstrate ways to seek help	Participate in resolving a simple disagreement	Use appropriate sources to report concerns	Communicate structured responses to resolve issues
Applying legal knowledge	Participate in simple safe or fair behaviour	Recognise situations where laws apply	Apply legal terms to everyday scenarios	Apply legal processes to resolve issues	Apply and justify legal responses in different contexts
Cognitive demand	Recognise / identify	State / identify / give examples	Describe / apply / participate	Describe / demonstrate / apply	Explain / analyse / evaluate / communicate

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.

Delivery staff must:

- have knowledge and understanding of everyday law and legal concepts appropriate to the level of delivery
- be able to support learners in applying legal knowledge to real-life scenarios
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns.

Delivery should be supported by:

- staff who can facilitate discussion of real-life situations (e.g., rights, disputes, legal responsibilities) in a safe and supportive manner
- staff who can guide learners in developing problem-solving and decision-making skills
- access to pastoral or safeguarding support where required.

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 suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe and inclusive classroom environment that supports discussion, problem-solving and scenario-based learning.

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding and application of legal concepts
- access to appropriate information sources, including Welsh Government materials (printed or digital)
- scenario-based materials and case studies to support exploration of everyday legal situations
- visual resources such as diagrams, timelines and prompts.

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources
- classroom resources including whiteboard and writing materials
- mock legal forms (complaints, returns, reports)
- simplified legal documents or templates.

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 levels, 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 at each level.

Entry Level 1

Assessment of Everyday Law at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selecting	Recognise people who help keep others safe (e.g., police, teachers, parents or caregivers). Can be shown by pointing to pictures
Identification Tasks	Identify a basic responsibility linked to every day life
Recognition Tasks	Recognise rules (e.g., "no running", "no shouting")
Demonstration	Demonstrate fair behaviour towards others
Basic Participation	Participate in a simple activity showing safe behaviour
Supported Discussion	Learner identifies one responsibility such as following classroom rules or looking after belongings

Entry Level 2

Assessment of Everyday Law at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Comparison Tasks	State the difference between a rule and a law
Pointing / Identifying	Identify people who help enforce the law (point to picture of police officer, teacher)
Short Written / Verbal Responses	Give examples of laws that keep us safe
Recognising activities	Learner recognises theft or property damage in pictures or videos
Demonstration Tasks	Demonstrate how to ask for help with a legal problem

Entry Level 3

Assessment of Everyday Law at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Identification Tasks	Identify different consequences for breaking a rule or breaking a law
Researching	Indicate where to find reliable information about legal rights
Participation	Participate in a structured activity to resolve a common legal disagreement
Applying knowledge	Use basic legal terms to describe a consumer problem

Level 1

Assessment of Everyday Law at Level 1 should include:

Assessment Type	Examples of Tasks
Comparison Tasks	State the difference between civil and criminal law
Explanatory Tasks	Give examples of protected characteristics under equality law
Role play	Demonstrate how to make a formal complaint regarding a faulty product
Identification Tasks	Identify reliable sources to report a safety concern or a crime
Discussion	Describe the legal rights of a young person in a workplace

Level 2

Assessment of Everyday Law at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Explain the difference between civil and criminal law
Analytical assessment	Analyse the impact of the Equality Act on a school or workplace
Professional discussion	Summarise the process of how a Senedd Bill becomes an Act in Wales
Verbal / Written response	Use consumer law to address a straightforward dispute
Knowledge application	Communicate a legal argument to resolve a community issue

Unit Content

Entry level 1

Unit Title: Everyday Law

Unit Reference Number: CBM061

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

Principles of Progression

Progression Step 1 - I am beginning to understand how my community is governed and why there are rules

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know that rules affect everyday life	1.1 Recognise rules
2. Know who helps to enforce laws in the community	2.1 Recognise people who help keep others safe
	2.2 Identify where to get help with a problem
3. Understand basic rights and responsibilities	3.1 State a basic right that young people have
	3.2 Identify a basic responsibility linked to everyday life
4. Be able to act safely and fairly in simple everyday situations	4.1 Participate in a simple activity showing safe behaviour
	4.2 Demonstrate fair behaviour towards others

Indicative Content

LO1	AC 1.1 Learners must recognise rules that exist in everyday settings, such as school rules and classroom rules e.g., • no running indoors • no fighting • listening when others are speaking.
LO2	AC 2.1 Learners must recognise people who help keep others safe e.g., • police • teachers • parents • caregivers. AC 2.2 Learners must identify where to get help with a problem e.g., • telling a trusted adult • calling 999 • going to a police station.
LO3	AC 3.1 Learners must state a basic right that young people have e.g., right to education, to be safe, to be heard. AC 3.2 Learners must identify a basic responsibility linked to everyday life, such as following school or work rules.
LO4	AC 4.1 Learners must participate in a simple activity showing safe behaviour, such as practising how to ask for help. AC 4.2 Learners must demonstrate fair behaviour towards others, such as taking turns in group activities.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
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	Understanding how fair and informed legal decisions support a safe and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Builds understanding of legal rights and responsibilities

Entry Level 2

Unit Title: Everyday Law

Unit Reference Number: CBM062

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours:20

Unit Aim: To develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

Principles of Progression

Progression Step 2 - I am beginning to understand how my community is governed and why there are rules

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about rules and laws in the community	1.1 State the difference between a rule and a law
	1.2 Identify people who help enforce the law
2. Understand how laws protect people in daily life	2.1 Give examples of laws that keep us safe
	2.2 Recognise a situation where a law has been broken
3. Be able to use legal rights in simple scenarios	3.1 Identify a basic right when shopping or using a service
	3.2 Demonstrate how to ask for help with a problem

Indicative Content

- | | |
|-----|--|
| LO1 | AC 1.1 Learners must state the difference between a rule and a law e.g., <ul style="list-style-type: none">• School rules (like wearing a uniform or no phones in class) only apply to students in that building.• Laws (like stopping at a red light or not stealing) apply to everyone. |
|-----|--|

	AC 1.2 Learners must identify people who help enforce the law e.g., police officer, community helper, judge, solicitor, security officers.
LO2	AC 2.1 Learners must give examples of laws that keep us safe e.g., • wearing a seatbelt • age restrictions on buying certain items. AC 2.2 Learners must recognise a situation where a law has been broken e.g., • someone stealing from a shop • covering a wall in graffiti • not wearing their seatbelt • causing others harm.
LO3	AC 3.1 Learners must identify a basic right when shopping or using a service e.g., • being able to return faulty goods • being helped when shopping • to be treated with respect when using a service. AC 3.2 Learners must demonstrate how to ask for help with a problem e.g., how to report a crime, how to ask for assistance. Examples could include role playing with a teacher/peers.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
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	Understanding how fair and informed legal decisions support a safe and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Builds understanding of legal rights and responsibilities

Entry Level 3

Unit Title: Everyday Law

Unit Reference Number: CBM063

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

Principles of Progression

Progression Step 3 - I can understand and describe how my community is governed and how people are represented. I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how laws and rules govern society	1.1 State the purpose of having laws in society
	1.2 Identify different consequences for breaking a rule or breaking a law
2. Understand how the legal system protects individuals	2.1 Give examples of how specific laws protect young people
	2.2 Describe where to find reliable information about legal rights
3. Be able to apply legal knowledge to consumer and community scenarios	3.1 Use basic legal terms to describe a consumer problem
	3.2 Participate in a structured activity to resolve a common legal disagreement

Indicative Content

LO1 AC 1.1 Learners must state the purpose of having laws in society e.g.,

- keeping people safe from harm
- ensure fairness and equality, help manage community.

AC 1.2 Learners must identify different consequences for breaking a rule or breaking a law e.g.,

- breaking a school rule could lead to a detention or a warning
- breaking a law could lead to an external consequence such as a police caution or a criminal record.

LO2 AC 2.1 Learners must give examples of how specific laws protect young people e.g.,

- Describing "Age of Sale" laws that prevent people under 18 from buying alcohol and tobacco (18+), where retailers must check ID for anyone who looks under 25 in Wales, (Challenge 25).
- Employment laws for 14-16-year-olds that ensure they are not working too many hours or in dangerous environments.
- Digital safety laws, such as the Online Safety Act 2023 placing legal duties on social media companies (like YouTube, TikTok) to protect children from illegal and harmful content.

AC 2.2 Learners must describe places where to find reliable information about legal rights e.g.,

- Official Welsh Government site (*GOV.WALES children's-rights*)
- *Children's Commissioner* for Wales
- Selecting the contact details for a specialist helpline, such as *Meic*.
- Indicating that a teacher, or a school-based youth worker, is a trusted person to speak to for legal guidance.

LO3 AC 3.1 Learners must use basic legal terms to describe a consumer problem e.g.,

- using the term "refund" or "statutory rights" when explaining why a pair of faulty headphones should be taken back to a store
- using the term "contract" or "agreement" when discussing the terms of a mobile phone SIM-only deal
- using the term "receipt" or "proof of purchase" to explain what is needed to prove a transaction took place.

AC 3.2 Learners must participate in a structured activities to resolve a common legal disagreement.

Examples include:

- Taking part in a role-play where they have to negotiate with a "neighbour" about a dog barking or loud music at night
- Engaging in a mock "Consumer Rights" scenario where they must present a complaint about a faulty game console to a shop assistant
- Participating in a small group discussion to decide on a fair resolution for a disagreement over a shared "social media" post that caused upset.

Principles of Progression	Progression 3 - I can understand and describe how my community is governed and how people are represented I can describe the different ways that countries and societies, including Wales, have been governed in the past and present
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
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	Understanding how fair and informed legal decisions support a safe and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Builds understanding of legal rights and responsibilities

Level 1

Unit Title: Everyday Law

Unit Reference Number: CBM064

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

Principles of Progression

Progression Step 4 - I have an understanding of a range of governance systems and how people have been represented at local, national and global levels, including how systems of government in Wales operate both now and in the past, and I can compare and explain differences between these systems

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the role of law in society	1.1 State the difference between civil and criminal law
	1.2 Identify who represents people at a local, national and global level
	1.3 Outline how a new law is made in Wales
2. Understand the systems of government in Wales	2.1 Describe the key features of past and present systems of government in Wales
	2.2 Analyse differences between historical and current systems in Wales
3. Understand how the law protects rights in the community	3.1 Give examples of protected characteristics under equality law
	3.2 Describe the legal rights of a young person in a workplace

4. Be able to use legal processes to resolve everyday issues	4.1 Demonstrate how to make a formal complaint regarding a faulty product
	4.2 Identify reliable sources to report a safety concern or a crime

Indicative Content

LO1 AC 1.1 Learners must state the differences between civil and criminal law e.g.,

- Criminal law involves the police and is about breaking rules that protect the whole community (e.g., burglary)
- Civil law is usually about disagreements between individuals or organizations (e.g., a dispute over a phone contract)
- Outcomes differ, such as a prison sentence for criminal law versus paying compensation for civil law.

AC 1.2 Identify who represents people at a local, national and global level e.g., members of Senedd, members of parliament, first minister, councillors, police, committees.

AC 1.3 Learners must outline how a new law is made in Wales e.g.,

New laws are made by the Senedd Cymru (the Welsh Parliament); laws passed by the Senedd are called Acts of Senedd Cymru.

Proposal (Bill introduced), Senedd committees examine the Bill and produce reports. All members of the Senedd (MSs) then debate and vote on the general idea of the Bill. The Bill is examined line by line by a committee. Amendments (changes) can be suggested and voted on. Further amendments can be made, and the Senedd votes on whether to pass the Bill. If passed, the Bill is approved by the monarch and becomes law (an Act of Senedd Cymru).

LO2 AC 2.1 & AC 2.2 Key features and differences of past and present systems of government in Wales could include representation, power location, legal system, autonomy, local authorities, devolved areas.

LO3 AC 3.1 Learners must give examples of protected characteristics under equality law (e.g., age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

	AC 3.2 Learners must describe legal rights of a young person in a workplace. Examples could include the right to be paid the National Minimum Wage, the legal limit on how many hours a 14-16-year-old can work during a school week, the right to a safe working environment and the provision of necessary safety equipment (e.g., gloves or aprons).
LO4	AC 4.1 Learners must demonstrate how to make a formal complaint regarding a faulty product e.g., • sending an email or writing a letter with the relevant information and evidence • going to store with the necessary evidence such as photo of the fault and copy of the receipt. AC 4.2 Learners must identify reliable sources to report a safety concern or a crime (e.g., crimestoppers website, 101, 999, meic).

Principles of Progression	Progression 4 - I have an understanding of a range of governance systems and how people have been represented at local, national and global levels, including how systems of government in Wales operate both now and in the past, and I can compare and explain differences between these systems
Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs.
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	Understanding how fair and informed legal decisions support a safe and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Builds understanding of legal rights and responsibilities

Level 2

Unit Title: Everyday Law

Unit Reference Number: CBM065

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

Principles of Progression

Progression Step 5 - I can compare and evaluate local, national and global governance systems, including the systems of government and democracy in Wales, considering their impact on societies in the past and present, and the rights and responsibilities of citizens in Wales

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how laws are made and developed in Wales	1.1 Explain the difference between civil and criminal law
	1.2 Summarise the process of how a Senedd Bill becomes an Act in Wales
	1.3 Compare the differences between a law in Wales and a law in another country
2. Understand legal protections for individuals	2.1 Analyse the impact of the Equality Act on a school or workplace
	2.2 Assess the specific legal rights of young workers in Wales
3. Be able to navigate legal processes in daily life	3.1 Use consumer law to address a straightforward dispute
	3.2 Communicate a legal argument to resolve a community issue

Indicative Content

LO1	AC 1.1 Learners must explain the difference between civil and criminal law e.g., • Explaining that criminal law deals with acts that harm society (e.g., theft or assault) and results in prosecution by the state. • Explaining that civil law deals with disputes between individuals or organisations (e.g., contract breaches or personal injury) to seek a remedy. • Explaining the different outcomes, such as fines or imprisonment for criminal law versus damages or injunctions for civil law. • Explaining the differing standard of proof required, comparing "beyond reasonable doubt" to the "balance of probabilities." AC 1.2 Learners must summarise the process of how a Senedd Bill becomes an Act in Wales e.g., • the introduction and first reading where the general principles of the Bill are debated in the Senedd • committee stage where Members of the Senedd (MSs) examine the Bill in detail and suggest amendments • the final stage where the Senedd votes to pass the Bill before it is sent for Royal Assent. • the role of the Welsh Government in implementing the new law across Wales once it becomes an Act. AC 1.3 Learners must compare the differences between a law in Wales and a law in another country e.g., • prohibited activity • age restrictions
LO2	AC 2.1 Learners must analyse and give examples of the impact of the Equality Act on a school or workplace e.g., • how the duty to make "reasonable adjustments" ensures students with disabilities have equal access to learning • how the nine protected characteristics (e.g., age, sex, race) and how they prevent direct discrimination in hiring practices • the difference between direct and indirect discrimination in a school uniform policy or workplace dress code. AC 2.2 Learners must assess specific legal rights of young workers in Wales e.g.,

- the limit on working hours for 14-16-year-olds, including mandatory rest breaks and bans on night shifts
- the right to receive the correct National Minimum Wage rate for their age group
- the legal requirement for a young person to have a work permit issued by the local authority in many Welsh regions.

LO3 AC 3.1 Learners must use consumer law to address a straightforward dispute e.g.,

- using the consumer rights act to determine if a faulty item is fit for purpose or of satisfactory quality
- using the right to refund within 30 days for goods that are defective
- using a 'letter before action' template to formally request a remedy from a business.

AC 3.2 Learners must communicate a legal argument to resolve a community issues e.g.,

- a structured complaint to a local council regarding a safety issue in a public park or skate park
- a persuasive argument in a mock mediation session to resolve a dispute between neighbours
- a report to a relevant authority (e.g., Natural Resources Wales/ Cyfoeth Naturiol Cymru) regarding an environmental law breach like fly-tipping
- a formal request for information under the Freedom of Information Act to a Welsh public body (e.g., Public Health Wales/ Iechyd Cyhoeddus Cymru).

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
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	Understanding how fair and informed legal decisions support a safe and sustainable society

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Builds understanding of legal rights and responsibilities