

# **Overcoming Barriers**

**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 Overcoming barriers suite of units has been designed 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.

## 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                                                  |
|-------------------------------------|------------------------------------------|--------------------------------------------|------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|
| <b>Communicating preferences</b>    | State simple preferences                 | Give examples of preferences               | Explain how to communicate preferences         | Demonstrate and describe communication in work contexts | Analyse and evaluate communication and its impact        |
| <b>Challenging others</b>           | Identify ways to challenge others        | Give examples of challenging appropriately | Describe how to challenge politely             | Demonstrate and analyse constructive challenge          | Evaluate and plan strategies for challenging others      |
| <b>Understanding barriers</b>       | Recognise simple barriers                | Identify barriers in tasks                 | Outline barriers in work contexts              | Analyse barriers affecting work                         | Plan and evaluate responses to barriers                  |
| <b>Overcoming barriers</b>          | State how to overcome a barrier          | Give examples of overcoming barriers       | Describe strategies to overcome barriers       | Apply strategies in context                             | Plan, apply and evaluate strategies to overcome barriers |
| <b>Confidence and resilience</b>    | Recognise simple responses to challenges | Identify responses to challenges           | Describe how communication supports resilience | Analyse impact of communication on wellbeing            | Evaluate strategies to build resilience and wellbeing    |
| <b>Independence and application</b> | Participate with support                 | Respond with guidance                      | Demonstrate independently in familiar contexts | Apply in structured situations                          | Apply, adapt and evaluate in different contexts          |

|                         |                   |                          |                    |                 |                           |
|-------------------------|-------------------|--------------------------|--------------------|-----------------|---------------------------|
| <b>Cognitive demand</b> | Recognise / state | Identify / give examples | Explain / describe | Analyse / apply | Analyse / evaluate / plan |
|-------------------------|-------------------|--------------------------|--------------------|-----------------|---------------------------|

## 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 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 communication, resilience and overcoming barriers in work-related contexts appropriate to the level of delivery
- be able to support learners in developing confidence, expressing views and managing challenges
- 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 sensitive topics in a safe and supportive environment
- staff who can model positive communication and constructive challenge
- access to pastoral or safeguarding support where required

While a single teacher would generally be sufficient for delivery, the programme would benefit from:

- occasional pastoral or safeguarding support, available as needed, to ensure learners feel secure when exploring personal or emotional themes;
- a teacher confident in facilitating discussions, managing sensitive topics, and promoting positive relationship skills.

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 environment that supports discussion, reflection and role play

## **Teaching and Learning Materials**

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support communication and resilience development
- scenario-based materials and case studies to explore work-based challenges
- visual resources such as prompts, emotion cards or communication examples

## **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

## **Practical Resources**

- materials to support role play and communication activities, e.g., scenario cards or prompt cards
- resources to support reflection, e.g., worksheets, feedback forms or visual prompts

## **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 Overcoming Barriers at Entry Level 1 should include:

| Assessment Type           | Examples of Tasks                                                                 |
|---------------------------|-----------------------------------------------------------------------------------|
| Simple Verbal Response    | Learners state a preference (e.g., "I like...", "I don't like...").               |
| Identification Task       | Learners identify ways to communicate preferences (e.g., speaking, pointing).     |
| Matching / Selection      | Learners select examples of appropriate ways to challenge others.                 |
| Scenario Task (Supported) | Learners identify when it is appropriate to challenge others.                     |
| Identification Task       | Learners recognise barriers in simple work-based tasks (e.g., missing equipment). |
| Practical / Verbal Task   | Learners state how to overcome a barrier (e.g., ask for help).                    |

## Entry Level 2

Assessment of Overcoming Barriers at Entry Level 2 should include:

| Assessment Type             | Examples of Tasks                                              |
|-----------------------------|----------------------------------------------------------------|
| Verbal / Written Task       | Learners give examples of their preferences.                   |
| Identification Task         | Learners identify ways to communicate preferences.             |
| Scenario Task               | Learners identify appropriate ways to challenge others.        |
| Scenario Task               | Learners recognise when it is appropriate to challenge others. |
| Identification Task         | Learners identify barriers in work-based tasks.                |
| Short Written / Verbal Task | Learners give examples of how to overcome barriers.            |

## Entry Level 3

Assessment of Overcoming Barriers at Entry Level 3 should include:

| Assessment Type             | Examples of Tasks                                              |
|-----------------------------|----------------------------------------------------------------|
| Verbal / Written Task       | Learners give examples of their preferences.                   |
| Identification Task         | Learners identify ways to communicate preferences.             |
| Scenario Task               | Learners identify appropriate ways to challenge others.        |
| Scenario Task               | Learners recognise when it is appropriate to challenge others. |
| Identification Task         | Learners identify barriers in work-based tasks.                |
| Short Written / Verbal Task | Learners give examples of how to overcome barriers.            |

## Level 1

Assessment of Overcoming Barriers at Level 1 should include:

| Assessment Type  | Examples of Tasks                                                  |
|------------------|--------------------------------------------------------------------|
| Demonstration    | Learners demonstrate communicating preferences in a work scenario. |
| Written Task     | Learners describe importance of communication in work.             |
| Analytical Task  | Learners analyse benefits of communication for wellbeing.          |
| Role Play        | Learners demonstrate challenging others constructively.            |
| Explanation Task | Learners analyse ways to challenge others appropriately.           |
| Analytical Task  | Learners analyse barriers in work-based tasks.                     |
| Practical Task   | Learners apply strategies to overcome barriers.                    |

## Level 2

Assessment of Overcoming Barriers at Level 2 should include:

| Assessment Type  | Examples of Tasks                                                  |
|------------------|--------------------------------------------------------------------|
| Demonstration    | Learners demonstrate communicating preferences in a work scenario. |
| Written Task     | Learners describe importance of communication in work.             |
| Analytical Task  | Learners analyse benefits of communication for wellbeing.          |
| Role Play        | Learners demonstrate challenging others constructively.            |
| Explanation Task | Learners analyse ways to challenge others appropriately.           |
| Analytical Task  | Learners analyse barriers in work-based tasks.                     |
| Practical Task   | Learners apply strategies to overcome barriers.                    |

# Unit Content

## Entry Level 1

**Unit Title:** Overcoming Barriers

**Unit Reference Number:** CBM206

**Level:** Entry Level 1

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit 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.

### Principles of Progression

Progression Step 1 - I can notice and communicate how I am feeling.

| Learning Outcome (The Learner will):   | Assessment Criterion (The Learner can):                 |
|----------------------------------------|---------------------------------------------------------|
| 1. Know how to communicate preferences | 1.1 State a preference                                  |
|                                        | 1.2 State how to tell someone own preference            |
| 2. Know how to challenge others        | 2.1 Identify ways to challenge others                   |
|                                        | 2.2 Identify when to challenge others                   |
| 3. Know barriers to work-based tasks   | 3.1 Identify barriers when completing a work-based task |
|                                        | 3.2 State how to overcome the barrier                   |

### Indicative Content

- LO1 AC 1.1 Learners must state a preference e.g.,
- "I like tea"
  - "I prefer the colour blue"
  - "I don't like toast"

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | AC 1.2 Learners must state how to tell someone own preference e.g., telling a friend / teacher / support staff what they like, dislike or want out of a choice)                                                                                                                                                                                                                                                                            |
| LO2 | <p>AC 2.1 Learners must identify ways to challenge others e.g.,</p> <ul style="list-style-type: none"> <li>• “I don’t like that”</li> <li>• Questioning</li> <li>• walking away</li> <li>• telling a teacher if something is wrong</li> </ul> <p>AC 2.2 Learners must identify when to challenge others e.g., when someone is unkind, unfair, breaking rules</p>                                                                           |
| LO3 | <p>AC 3.1 Learners must identify barriers when completing a work-based task e.g.,</p> <ul style="list-style-type: none"> <li>• not understanding instructions</li> <li>• not having the right equipment</li> </ul> <p>AC 3.2 Learners must state how to overcome the barrier e.g.,</p> <ul style="list-style-type: none"> <li>• asking for help</li> <li>• asking for instructions again</li> <li>• getting the right equipment</li> </ul> |

|                                                                                  |                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                                                                                                        |
| <b>Statement of What Matters</b>                                                 | How we process and respond to our experiences affects our mental health and emotional well-being.                                                                                                                                                                                            |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society                                                                                                                                                                                      |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                                                                                                                                                                           |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                                                                                                                                                                       |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing the ability to communicate preferences, challenge appropriately and overcome barriers supports sustained participation in work and everyday activities; enabling individuals to manage challenges, build resilience and maintain positive relationships in a range of situations. |

| Relevant Cross-Cutting Themes |                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Theme                         | Rationale                                                                                                                       |
| Human Rights                  | Enables learners to communicate effectively when overcoming barriers in their lives, finding their voice and right to be heard. |

## Entry Level 2

**Unit Title:** Overcoming Barriers

**Unit Reference Number:** CBM207

**Level:** Entry Level 2

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit 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.

### Principles of Progression

Progression step 2 - I can notice and communicate my feelings.

| Learning Outcome (The Learner will):         | Assessment Criterion (The Learner can):                 |
|----------------------------------------------|---------------------------------------------------------|
| 1. Understand how to communicate preferences | 1.1 Give examples of own preferences                    |
|                                              | 1.2 Identify ways to tell someone own preferences       |
| 2. Understand how to challenge others        | 2.1 Give examples of ways to challenge others           |
|                                              | 2.2 Identify when it is appropriate to challenge others |
| 3. Know barriers to work-based tasks         | 3.1 Identify barriers to completing work-based tasks    |
|                                              | 3.2 Give examples of ways to overcome barriers          |

### Indicative Content

|     |                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | AC 1.1 Learners must give examples of own preferences e.g., <ul style="list-style-type: none"><li>• "I like speaking to people"</li><li>• "I don't like working inside"</li></ul> |
|     | AC 1.2 Learners must identify ways to tell someone own preferences e.g.,                                                                                                          |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <ul style="list-style-type: none"> <li>• talking to a friend / teacher / support staff</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| LO2 | <p>AC 2.1 Learners must give examples of ways to challenge others e.g.,</p> <ul style="list-style-type: none"> <li>• politely disagreeing with a suggestion</li> <li>• asking for clarification</li> <li>• giving a different opinion</li> </ul> <p>AC 2.2 Learners must identify when it is appropriate to challenge others e.g., if instructions are unclear, unsafe, or seem unfair.</p>                                                                                                    |
| LO3 | <p>AC 3.1 Learners must identify barriers to completing work-based tasks e.g.,</p> <ul style="list-style-type: none"> <li>• lack of equipment</li> <li>• noisy environment</li> <li>• not understanding instructions</li> </ul> <p>AC 3.2 Learners must give examples of ways to overcome barriers e.g.,</p> <ul style="list-style-type: none"> <li>• asking for help</li> <li>• using step-by-step instructions</li> <li>• adjusting the workspace</li> <li>• taking a short break</li> </ul> |

|                                                                                  |                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                                                                                                        |
| <b>Statement of What Matters</b>                                                 | How we process and respond to our experiences affects our mental health and emotional well-being.                                                                                                                                                                                            |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society                                                                                                                                                                                      |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                                                                                                                                                                           |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                                                                                                                                                                       |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing the ability to communicate preferences, challenge appropriately and overcome barriers supports sustained participation in work and everyday activities; enabling individuals to manage challenges, build resilience and maintain positive relationships in a range of situations. |

| Relevant Cross-Cutting Themes |                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Theme                         | Rationale                                                                                                                       |
| Human Rights                  | Enables learners to communicate effectively when overcoming barriers in their lives, finding their voice and right to be heard. |

## Entry Level 3

**Unit Title:** Overcoming Barriers

**Unit Reference Number:** CBM208

**Level:** Entry Level 3

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit 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.

### Principles of Progression

Progress step 3 - I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.

| Learning Outcome (The Learner will):         | Assessment Criterion (The Learner can):                              |
|----------------------------------------------|----------------------------------------------------------------------|
| 1. Understand how to communicate preferences | 1.1 Identify own preference in work-based tasks                      |
|                                              | 1.2 Explain how to communicate own preference                        |
|                                              | 1.3 Explain the importance of communication in work                  |
| 2. Understand how to challenge others        | 2.1 Explain how to challenge others in a polite and constructive way |
|                                              | 2.2 Explain when it is appropriate to challenge others               |
| 3. Understand barriers to work-based tasks   | 3.1 Outline barriers that affect completion of work-based tasks      |
|                                              | 3.2 Describe strategies to overcome barriers                         |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must identify different preferences in work tasks(e.g.,</p> <ul style="list-style-type: none"><li>• preferring quiet areas</li><li>• working with certain tools</li><li>• choosing tasks they enjoy</li></ul> <p>AC 1.2 Learners must explain ways to communicate own preferences to others e.g.,</p> <ul style="list-style-type: none"><li>• speaking politely to a supervisor</li><li>• using written notes, pictures, or gestures to show choices</li></ul> <p>AC 1.3 Learners must explain the importance of communication in work e.g.,</p> <ul style="list-style-type: none"><li>• to share ideas clearly</li><li>• understand instructions</li><li>• work safely with others</li><li>• solve problems</li><li>• avoid mistakes</li></ul> |
| LO2 | <p>AC 2.1 Learners must explain examples of ways to challenge others politely and safely e.g.,</p> <ul style="list-style-type: none"><li>• suggesting a different approach</li><li>• asking for clarification</li><li>• pointing out a safer way to complete a task</li></ul> <p>AC 2.2 Learners must explain when it is appropriate to challenge others e.g., if instructions are unclear, unsafe, unfair, or not suitable.</p>                                                                                                                                                                                                                                                                                                                                   |
| LO3 | <p>AC 3.1 Learners must outline barriers that may affect completing work-based tasks e.g.,</p> <ul style="list-style-type: none"><li>• lack of equipment</li><li>• noisy environment</li><li>• unclear instructions</li><li>• physical limitations</li></ul> <p>AC 3.2 Learners must describe strategies to overcome barriers in the workplace e.g.,</p> <ul style="list-style-type: none"><li>• asking for help</li><li>• using step-by-step instruction</li><li>• adjusting the workspace</li><li>• taking short breaks</li></ul>                                                                                                                                                                                                                                |

|                                                                                  |                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                                                                                                        |
| <b>Statement of What Matters</b>                                                 | How we process and respond to our experiences affects our mental health and emotional well-being.                                                                                                                                                                                            |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society                                                                                                                                                                                      |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                                                                                                                                                                           |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                                                                                                                                                                       |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing the ability to communicate preferences, challenge appropriately and overcome barriers supports sustained participation in work and everyday activities; enabling individuals to manage challenges, build resilience and maintain positive relationships in a range of situations. |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                |
| Human Rights                         | Enables learners to communicate effectively when overcoming barriers in their lives, finding their voice and right to be heard. |

## Level 1

**Unit Title:** Overcoming Barriers

**Unit Reference Number:** CBM209

**Level:** One (1)

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit 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

### Principles of Progression

Progression step 4 - I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being

| Learning Outcome (The Learner will):       | Assessment Criterion (The Learner can):                                                               |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Be able to communicate preferences      | 1.1 Demonstrate how to communicate own preference to others                                           |
|                                            | 1.2 Describe the importance of communicating preferences in work                                      |
|                                            | 1.3 Describe the benefits of communication to support positive mental health and emotional well-being |
| 2. Be able to challenge others             | 2.1 Demonstrate how to challenge others in a polite and constructive way                              |
|                                            | 2.2 Describe ways to challenge others politely and constructively                                     |
| 3. Understand barriers to work-based tasks | 3.1 Describe barriers that may affect completion of work-based tasks                                  |
|                                            | 3.2 Apply strategies to overcome barriers                                                             |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must demonstrate how to communicate own preference to others e.g.,</p> <ul style="list-style-type: none"><li>• speaking politely to a colleague or supervisor</li><li>• using notes or visual aids</li><li>• explaining why a choice matters for completing a task.</li></ul> <p>AC 1.2 Learners must describe the importance of communicating preferences in work e.g., sharing choices helps tasks run smoothly, prevents mistakes, ensures fairness, and supports teamwork.</p> <p>AC 1.3 Learners must describe the benefits of communicating to support positive mental health and emotional well-being (.g., sharing stress or concerns helps manage pressure, promotes confidence, and builds resilience in the workplace.</p> |
| LO2 | <p>AC 2.1 Learners must demonstrate how to challenge others in a polite and constructive way e.g.,</p> <ul style="list-style-type: none"><li>• suggesting a safer method</li><li>• asking for clarification</li><li>• offering an alternative approach respectfully</li></ul> <p>AC 2.2 Learners must describe ways to challenge others politely and constructively e.g., considering when it is appropriate to speak up, the tone to use, and the impact of suggestions on teamwork or task completion.</p>                                                                                                                                                                                                                                             |
| LO3 | <p>AC 3.1 Learners must describe barriers that may affect completion of work-based tasks e.g.,</p> <ul style="list-style-type: none"><li>• lack of equipment</li><li>• unclear instructions</li><li>• environmental distractions</li><li>• or low confidence</li></ul> <p>AC 3.2 Learners must apply strategies to overcome barriers e.g.,</p> <ul style="list-style-type: none"><li>• asking for help</li><li>• breaking tasks into steps</li><li>• using visual aids</li><li>• adjusting the environment</li><li>• practising resilience techniques</li></ul>                                                                                                                                                                                          |

|                                                                                  |                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                                                                                                        |
| <b>Statement of What Matters</b>                                                 | How we process and respond to our experiences affects our mental health and emotional well-being.                                                                                                                                                                                            |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society                                                                                                                                                                                      |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                                                                                                                                                                           |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                                                                                                                                                                       |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing the ability to communicate preferences, challenge appropriately and overcome barriers supports sustained participation in work and everyday activities; enabling individuals to manage challenges, build resilience and maintain positive relationships in a range of situations. |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                |
| Human Rights                         | Enables learners to communicate effectively when overcoming barriers in their lives, finding their voice and right to be heard. |

## Level 2

**Unit Title:** Overcoming Barriers

**Unit Reference Number:** CBM210

**Level:** Two (2)

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit 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

### Principles of Progression

Progression step 5 - I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.

| Learning Outcome (The Learner will):  | Assessment Criterion (The Learner can):                                                               |
|---------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Be able to communicate preferences | 1.1 Demonstrate effective communication                                                               |
|                                       | 1.2 Analyse the impact of communicating preferences on teamwork                                       |
|                                       | 1.3 Analyse the impact of communicating preferences on work-based tasks                               |
|                                       | 1.4 Evaluate the benefits of communicating to support positive mental health and emotional well-being |
| 2. Be able to challenge others        | 2.1 Evaluate ways to challenge others politely constructively                                         |
|                                       | 2.2 Plan a strategy for challenging others in a work-based situation                                  |
| 3. Be able to overcome barriers       | 3.1 Plan how to overcome a barrier                                                                    |
|                                       | 3.2 Apply plan to overcome a barrier                                                                  |
|                                       | 3.3 Reflect on the plan                                                                               |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must demonstrate effective communication e.g.,</p> <ul style="list-style-type: none"><li>• speaking clearly to colleagues</li><li>• using written instructions, visual aids, or gestures to explain a task or share preferences</li></ul> <p>AC 1.2 Learners must analyse the impact of communicating preferences on teamwork e.g., how sharing choices improves collaboration reduces misunderstandings, and ensures fair allocation of tasks.</p> <p>AC 1.3 Learners must analyse the impact of communicating preferences on work-based tasks e.g., clearer instructions reduce errors, save time, improve efficiency, and help tasks run smoothly.</p> <p>AC 1.4 Learners must evaluate the benefits of communicating to support positive mental health and emotional well-being e.g., sharing concerns reduces stress, builds confidence, promotes resilience, and encourages supportive relationships at work.</p> |
| LO2 | <p>AC 2.1 Learners must evaluate ways to challenge others politely and constructively e.g., considering the timing, tone, and method of challenge, and the effect on teamwork, relationships, and task outcomes.</p> <p>AC 2.2 Learners must plan a strategy for challenging others in a work-based situation e.g., deciding what to say, when to speak, how to remain respectful, and how to achieve a positive outcome.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| LO3 | <p>AC 3.1 Learners must plan how to overcome a barrier e.g., deciding steps to complete a task despite lack of equipment, distractions, unclear instructions, or low confidence.</p> <p>AC 3.2 Learners must apply plan to overcome a barrier e.g., following the steps they have planned, using support from colleagues, adjusting the environment, or using visual aids.</p> <p>AC 3.3 Learners must reflect on the plan e.g., considering what worked well, what could be improved, and how it helps manage future barriers or build resilience.</p>                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                                                                                                        |
| <b>Statement of What Matters</b>                                                 | How we process and respond to our experiences affects our mental health and emotional well-being.                                                                                                                                                                                            |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society                                                                                                                                                                                      |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                                                                                                                                                                           |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                                                                                                                                                                       |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing the ability to communicate preferences, challenge appropriately and overcome barriers supports sustained participation in work and everyday activities; enabling individuals to manage challenges, build resilience and maintain positive relationships in a range of situations. |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                |
| Human Rights                         | Enables learners to communicate effectively when overcoming barriers in their lives, finding their voice and right to be heard. |