

# **Work Experience**

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 Work Experience suite of units has been designed to develop learners' skills to plan, prepare for and engage in work placements or other workforce related activities, as well as to cultivate the necessary skills and aptitudes to succeed in these roles.

## 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>Understanding work roles</b>     | Recognise jobs in familiar settings | Identify types of work              | Describe job roles and tasks           | Describe duties and expectations  | Compare roles based on goals            |
| <b>Skills for work</b>              | Recognise simple tasks              | Identify skills for jobs            | Describe skills for tasks              | Explain skills required for roles | Evaluate own skills in relation to work |
| <b>Preparation for work</b>         | Use simple clothing/equipment       | Identify appropriate preparation    | Select tools and materials             | Prepare workspace independently   | Plan preparation strategies             |
| <b>Workplace behaviour</b>          | Follow simple instructions          | Identify appropriate behaviour      | Describe importance of behaviour       | Explain professional behaviour    | Evaluate impact of behaviour            |
| <b>Health and safety</b>            | Carry out tasks safely with support | Recognise safe practice             | Recognise signs and basic risks        | Explain procedures and reporting  | Analyse risks and plan controls         |
| <b>Participation in work</b>        | Carry out simple tasks              | Participate with guidance           | Carry out tasks with some independence | Apply skills in structured tasks  | Manage and adapt work activities        |
| <b>Reflection and development</b>   | Identify what went well             | Identify strengths and improvements | Describe performance                   | Review performance and skills     | Evaluate performance and readiness      |
| <b>Independence and application</b> | Participate with support            | Respond with guidance               | Demonstrate independently              | Apply in structured contexts      | Apply, adapt and evaluate               |

|                         |                         |                        |                |                 |                            |
|-------------------------|-------------------------|------------------------|----------------|-----------------|----------------------------|
| <b>Cognitive demand</b> | Recognise / demonstrate | Identify / participate | Describe / use | Explain / apply | Analyse / evaluate / adapt |
|-------------------------|-------------------------|------------------------|----------------|-----------------|----------------------------|

## 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 workplace environments, employability skills and work-related learning appropriate to the level of delivery
- be able to support learners in developing practical skills such as communication, teamwork, organisation and safe working practices
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate practical, work-related activities and simulated workplace experiences
- staff who can model professional behaviour, communication and safe working practices
- staff who can support learners to reflect on performance and develop work readiness 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 environment that supports practical work-related activities and simulated workplace tasks

### **Teaching and Learning Materials**

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding of job roles, skills and workplace expectations
- scenario-based materials and case studies to explore workplace situations
- visual resources such as job role cards, task prompts and workplace behaviour examples

### **Equipment**

- presentation equipment, e.g., projector or interactive screen
- access to digital devices for research and recording progress where appropriate
- classroom resources including whiteboard, stationery and display materials

### **Practical Resources**

- clothing and equipment to simulate workplace environments, e.g., aprons, high-visibility vests, name badges
- tools and materials for practical tasks relevant to simulated work activities
- safety signage and hazard cards to support health and safety learning
- materials to support task planning and tracking, e.g., checklists, logbooks or simple digital tools

### **Work Experience Requirement**

Learners should be provided with opportunities to engage in work-related activities.

Where possible, this should include experience of a real or simulated work environment appropriate to the level of the unit.

Activities may include:

- short work placements
- employer engagement activities
- simulated workplace tasks within a learning environment

The duration and format of work experience should be appropriate to the needs of the learner and the delivery context.

### **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 Work Experience at Entry Level 1 should include:

| Assessment Type           | Examples of Tasks                                          |
|---------------------------|------------------------------------------------------------|
| Matching / Selection      | Learners match job roles to images of tasks.               |
| Identification Task       | Learners identify what people do in simple job roles.      |
| Demonstration (Supported) | Learners demonstrate use of clothing or equipment.         |
| Practical Activity        | Learners carry out a simple supervised task.               |
| Demonstration             | Learners show arriving at the correct time using prompts.  |
| Practical Task            | Learners tidy or clean a workspace after a task.           |
| Simple Reflection         | Learners identify what went well using prompts or symbols. |

## Entry Level 2

Assessment of Work Experience at Entry Level 2 should include:

| Assessment Type           | Examples of Tasks                                          |
|---------------------------|------------------------------------------------------------|
| Matching / Selection      | Learners match job roles to images of tasks.               |
| Identification Task       | Learners identify what people do in simple job roles.      |
| Demonstration (Supported) | Learners demonstrate use of clothing or equipment.         |
| Practical Activity        | Learners carry out a simple supervised task.               |
| Demonstration             | Learners show arriving at the correct time using prompts.  |
| Practical Task            | Learners tidy or clean a workspace after a task.           |
| Simple Reflection         | Learners identify what went well using prompts or symbols. |

## Entry Level 3

Assessment of Work Experience at Entry Level 3 should include:

| Assessment Type         | Examples of Tasks                                         |
|-------------------------|-----------------------------------------------------------|
| Written / Verbal Task   | Learners describe strengths and areas for improvement.    |
| Recognition Task        | Learners identify health and safety signs.                |
| Explanation Task        | Learners describe importance of timekeeping.              |
| Practical Demonstration | Learners select and use tools or materials appropriately. |
| Role Play               | Learners demonstrate communication in a work context.     |
| Practical Activity      | Learners carry out tasks with some independence.          |
| Reflection Task         | Learners describe performance and improvements.           |

## Level 1

Assessment of Work Experience at Level 1 should include:

| Assessment Type    | Examples of Tasks                                          |
|--------------------|------------------------------------------------------------|
| Written Task       | Learners describe duties of a job role.                    |
| Explanation Task   | Learners describe qualities employers value.               |
| Structured Task    | Learners explain workplace safety procedures.              |
| Scenario Task      | Learners explain how to report hazards.                    |
| Practical Task     | Learners prepare a workspace for a task.                   |
| Practical Activity | Learners carry out a work-related task.                    |
| Reflection Task    | Learners review performance and describe skills developed. |

## Level 2

Assessment of Work Experience at Level 2 should include:

| Assessment Type    | Examples of Tasks                                       |
|--------------------|---------------------------------------------------------|
| Comparison Task    | Learners compare work placement options.                |
| Evaluation Task    | Learners evaluate importance of professional behaviour. |
| Analytical Task    | Learners analyse workplace risks.                       |
| Planning Task      | Learners plan actions to reduce risks.                  |
| Monitoring Task    | Learners track progress against a plan.                 |
| Practical Activity | Learners adapt approach during tasks.                   |
| Evaluation Task    | Learners evaluate performance and readiness for work.   |

# Unit Content

## Entry Level 1

**Unit Title:** Work Experience

**Unit Reference Number:** CBM226

**Level:** Entry Level 1

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 1 - I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world

| Learning Outcome (The Learner will):                  | Assessment Criterion (The Learner can):                             |
|-------------------------------------------------------|---------------------------------------------------------------------|
| 1. Know about different jobs                          | 1.1 Identify different jobs in a familiar setting                   |
|                                                       | 1.2 Identify what people do in these jobs                           |
| 2. Be able to prepare for a work-related task         | 2.1 Demonstrate use of appropriate clothing or equipment for a task |
|                                                       | 2.2 Demonstrate arriving at a task at the correct time              |
| 3. Be able to complete a simple work-related activity | 3.1 Carry out a simple supervised work task                         |
|                                                       | 3.2 Complete cleaning or tidying after a task                       |

## Indicative Content

LO1 AC 1.1 Learners must identify at least two different jobs in a familiar setting e.g.,

- school cook
- caretaker
- office administrator

AC 1.2 Learners must identify of what people do in those jobs e.g.,

- caretaker fixes things
- cook makes lunch

LO2 AC 2.1 Learners must demonstrate the use of appropriate clothing or equipment for a task e.g.,

- apron for a café task
- high-visibility vest for a gardening task

AC 2.2 Learners must demonstrate arriving at a task at the correct time e.g.,

- transitioning from the classroom to the task location when the bell rings
- using a visual timetable to indicate the time

LO3 AC 3.1 Learners must carry out a simple supervised work task e.g.,

- shredding paper in the school office
- watering plants in the school garden

AC 3.2 Learners must carry out the cleaning or tidying away of items after a task is finished e.g.,

- putting tools back in a box
- wiping down a table surface

|                                                                                  |                                                                                                                                                 |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                      |
| <b>Statement of What Matters</b>                                                 | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future                                          |
| <b>Links to the Four Purposes</b>                                                | Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives                                                           |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                              |
| <b>Integral Skills</b>                                                           | Planning and organising                                                                                                                         |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Enables learners to consider if the organisation and role they have chosen for work experience will be sustainable as a future business venture |

## Relevant Cross-Cutting Themes

| Theme                                     | Rationale                                                                                                                                                            |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Local, National and International context | Enables learners to consider future working life and plan and take part in work experience, and whether that might be in Wales (and using Welsh) or outside of Wales |

## Entry Level 2

**Unit Title:** Work Experience

**Unit Reference Number:** CBM227

**Level:** Entry Level 2

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 2 - I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence

| Learning Outcome (The Learner will): |                                                 | Assessment Criterion (The Learner can): |                                                        |
|--------------------------------------|-------------------------------------------------|-----------------------------------------|--------------------------------------------------------|
| 1.                                   | Know the requirements of different work roles   | 1.1                                     | Identify different types of work in the local area     |
|                                      |                                                 | 1.2                                     | Identify skills needed for a job                       |
| 2.                                   | Know how to prepare for work                    | 2.1                                     | Identify appropriate clothing or equipment             |
|                                      |                                                 | 2.2                                     | Identify appropriate workplace behaviour               |
| 3.                                   | Be able to take part in work-related activities | 3.1                                     | Participate in a work-related activity                 |
|                                      |                                                 | 3.2                                     | Review own performance in work-related activity        |
| 4.                                   | Know about workplace routines                   | 4.1                                     | Identify reasons for being on time for a work activity |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must identify at least two types of work available in the local area e.g., local businesses.</p> <p>AC 1.2 Learners must identify at least two skills needed for a specific job e.g.,</p> <ul style="list-style-type: none"><li>• a receptionist needs to use a telephone and be polite</li><li>• a gardener needs to be able to use tools and work outside in the rain</li></ul>                                                                                                                                                                        |
| LO2 | <p>AC 2.1 Learners must identify appropriate clothing or equipment needed for a specific type of job e.g.,</p> <ul style="list-style-type: none"><li>• gloves and an apron for a car wash job</li><li>• name badge and a smart shirt for an "office" role</li></ul> <p>AC 2.2 Learners must identify at least two ways to behave appropriately in a work setting e.g.,</p> <ul style="list-style-type: none"><li>• we must say "please" and "thank you" to customers</li><li>• shouting is not appropriate in a quiet office environment</li></ul>                          |
| LO3 | <p>AC 3.1 Learners must give participate in a planned work-related activity e.g.,</p> <ul style="list-style-type: none"><li>• working as part of a small group to set up the school hall for an assembly under staff guidance</li><li>• taking part in a "pop-up" school coffee morning by taking simple drink orders from teachers.</li></ul> <p>AC 3.2 Learners review their own performance e.g.,</p> <ul style="list-style-type: none"><li>• indicating if they felt they did a good job</li><li>• communicating whether they enjoyed the working task or not</li></ul> |
| LO4 | <p>AC 4.1 learners must identify at least on reason why being on time matters e.g.,</p> <ul style="list-style-type: none"><li>• getting all the work done in the time</li><li>• so another colleague can leave</li></ul>                                                                                                                                                                                                                                                                                                                                                    |

|                                                                                  |                                                                                                                                                 |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                      |
| <b>Statement of What Matters</b>                                                 | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future                                          |
| <b>Links to the Four Purposes</b>                                                | Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives                                                           |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                              |
| <b>Integral Skills</b>                                                           | Planning and organising                                                                                                                         |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Enables learners to consider if the organisation and role they have chosen for work experience will be sustainable as a future business venture |

| <b>Relevant Cross-Cutting Themes</b>      |                                                                                                                                                                      |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                              | <b>Rationale</b>                                                                                                                                                     |
| Local, National and International context | Enables learners to consider future working life and plan and take part in work experience, and whether that might be in Wales (and using Welsh) or outside of Wales |

## Entry Level 3

**Unit Title:** Work Experience

**Unit Reference Number:** CBM228

**Level:** Entry Level 3

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 3 - I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.

| Learning Outcome (The Learner will): |                                             | Assessment Criterion (The Learner can): |                                                               |
|--------------------------------------|---------------------------------------------|-----------------------------------------|---------------------------------------------------------------|
| 1.                                   | Understand personal skills for work         | 1.1                                     | Outline personal strengths                                    |
|                                      |                                             | 1.2                                     | Outline areas for improvement                                 |
| 2.                                   | Understand workplace expectations           | 2.1                                     | Identify health and safety signs                              |
|                                      |                                             | 2.2                                     | Explain importance of timekeeping                             |
| 3.                                   | Be able to prepare for a work-related task  | 3.1                                     | Select appropriate tools or materials for a work-related task |
|                                      |                                             | 3.2                                     | Use appropriate communication in a work-related task          |
| 4.                                   | Be able to take part in a work-related task | 4.1                                     | Carry out a work-related task                                 |
|                                      |                                             | 4.2                                     | Explain their performance in a work-related task              |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must outline at least three examples of personal strengths related to a work task e.g.,</p> <ul style="list-style-type: none"><li>• "I am good at being tidy" when preparing to organize a classroom shelf</li><li>• "I am good at using a computer" when preparing for a data entry task</li><li>• "I am polite to people" when working in the school's community café</li></ul> <p>AC 1.2 Learners must outline areas for improvement in a work-related context e.g.,</p> <ul style="list-style-type: none"><li>• the need to "work faster" when packing envelopes for a school mailshot</li><li>• the need to "ask for help more often" when they are unsure of a task</li><li>• the need to "stay focused" and avoid distractions from friends during work time.</li></ul>               |
| LO2 | <p>AC 2.1 Learners must identify at least two health and safety signs in a work environment e.g.,</p> <ul style="list-style-type: none"><li>• a "Wet Floor" yellow sign and explaining why it is there</li><li>• a "Fire Exit" sign and knowing it leads to safety.</li><li>• a "Wear Eye Protection" symbol in a school workshop area</li></ul> <p>AC 2.2 Learners must explain the importance of good timekeeping e.g.,</p> <ul style="list-style-type: none"><li>• arriving late might mean a task does not get finished.</li><li>• being on time shows respect to the rest of the work team.</li><li>• "clocking in" on time ensures a business runs smoothly</li></ul>                                                                                                                                     |
| LO3 | <p>AC 3.1 Learners must select at least three tools or materials for a specific task e.g.,</p> <ul style="list-style-type: none"><li>• A microfibre cloth and spray for cleaning windows in the school foyer.</li><li>• the correct size of screwdriver or pliers for a simple repair task.</li><li>• the right soil and trowel for a gardening activity in the school grounds</li></ul> <p>AC 3.2 Learners must demonstrate using appropriate communication in work-related tasks e.g.,</p> <ul style="list-style-type: none"><li>• saying "Excuse me" before asking a staff member a question during a task</li><li>• listening to instructions and nodding or saying "Okay" to confirm understanding</li><li>• using clear, calm language when speaking to a peer who is helping with a heavy box.</li></ul> |

LO4 AC 4.1 Learners must complete a work-related task with limited support.

AC 4.2 Learners must explain what they did well and what they could improve.

|                                                                                  |                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                   |
| <b>Statement of What Matters</b>                                                 | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future                                       |
| <b>Links to the Four Purposes</b>                                                | Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives                                                        |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                           |
| <b>Integral Skills</b>                                                           | Planning and organising                                                                                                                      |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Enables learners to consider if the organisation and role they have chosen for work experience will sustainable as a future business venture |

### Relevant Cross-Cutting Themes

| Theme                                     | Rationale                                                                                                                                                            |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Local, National and International context | Enables learners to consider future working life and plan and take part in work experience, and whether that might be in Wales (and using Welsh) or outside of Wales |

## Level 1

**Unit Title:** Work Experience

**Unit Reference Number:** CBM229

**Level:** One (1)

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 4 - I can use my experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches when required

| Learning Outcome (The Learner will): |                                       | Assessment Criterion (The Learner can): |                                       |
|--------------------------------------|---------------------------------------|-----------------------------------------|---------------------------------------|
| 1.                                   | Understand job roles and expectations | 1.1                                     | Describe duties of a job role         |
|                                      |                                       | 1.2                                     | Describe qualities employers look for |
| 2.                                   | Understand workplace safety           | 2.1                                     | Explain health and safety procedures  |
|                                      |                                       | 2.2                                     | Explain how to report hazards         |
| 3.                                   | Be able to carry out work tasks       | 3.1                                     | Prepare a workspace for a task        |
|                                      |                                       | 3.2                                     | Carry out tasks appropriately         |
| 4.                                   | Be able to review performance         | 4.1                                     | Review own performance                |
|                                      |                                       | 4.2                                     | Describe skills developed             |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must describe, at least three key duties of a specific job role e.g.,</p> <ul style="list-style-type: none"><li>• Describing the duties of a school administrative assistant, such as answering phones, filing documents, and sorting post</li><li>• Describing the duties of a catering assistant, including preparing basic food, cleaning surfaces, and serving customers</li><li>• Describing the duties of a sports coach assistant, like setting out equipment, timing drills, and encouraging participants.</li></ul> <p>AC 1.2 Learners must describe at least three qualities an employer looks for in an employee for a specific job role e.g.,</p> <ul style="list-style-type: none"><li>• Listing "reliability" as a key quality, ensuring the employee arrives every day</li><li>• Listing "honesty," particularly when handling money or reporting mistakes</li><li>• Listing "teamwork," showing the ability to work helpfully alongside others</li></ul> |
| LO2 | <p>AC 2.1 Learners must explain the health and safety procedures for a specific work area e.g.,</p> <ul style="list-style-type: none"><li>• Outlining the procedure for wearing personal protective equipment (PPE) in a school workshop</li><li>• Outlining the steps to take if a fire alarm sounds while working in the school library</li><li>• Outlining the correct way to lift heavy boxes (manual handling) in a storeroom</li></ul> <p>AC 2.2 Learners must explain how to report a potential hazard in a work environment e.g.,</p> <ul style="list-style-type: none"><li>• Identifying a trailing cable across a walkway and reporting it to a supervisor</li><li>• Noticing a spill on the floor and informing the appropriate person to ensure a warning sign is placed</li><li>• Reporting a broken piece of equipment, such as a cracked plug or a wobbly chair, to a teacher</li></ul>                                                                                      |
| LO3 | <p>AC 3.1 Learners must demonstrate the preparation of a workspace for a specific work activity e.g.,</p> <ul style="list-style-type: none"><li>• Setting up a laptop, notepad, and pens in a quiet space for a research task</li><li>• Laying out cleaning materials and safety signs before starting to tidy a classroom</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- Organising a craft station with all necessary materials (glue, paper, scissors) before a group activity

AC 3.2 Learners must demonstrate carrying out at least three work-place tasks appropriately in a structured setting,

LO4 Learners must review own performance following the completion of work-place tasks:

AC 4.1 Identify own strengths and areas for improvement

Ac 4.2 Describe skills gained through the tasks.

|                                                                                  |                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                   |
| <b>Statement of What Matters</b>                                                 | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future                                       |
| <b>Links to the Four Purposes</b>                                                | Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives                                                        |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                           |
| <b>Integral Skills</b>                                                           | Planning and organising                                                                                                                      |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Enables learners to consider if the organisation and role they have chosen for work experience will sustainable as a future business venture |

| <b>Relevant Cross-Cutting Themes</b>      |                                                                                                                                                                      |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                              | <b>Rationale</b>                                                                                                                                                     |
| Local, National and International context | Enables learners to consider future working life and plan and take part in work experience, and whether that might be in Wales (and using Welsh) or outside of Wales |

## Level 2

**Unit Title:** Work Experience

**Unit Reference Number:** CBM230

**Level:** Two (2)

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 5 - I can independently undertake a range of full and thorough enquiries, selecting the most effective approach and justifying my methodologies

| Learning Outcome (The Learner will): |                                              | Assessment Criterion (The Learner can): |                                                    |
|--------------------------------------|----------------------------------------------|-----------------------------------------|----------------------------------------------------|
| 1.                                   | Understand work placement options            | 1.1                                     | Compare work placement opportunities               |
|                                      |                                              | 1.2                                     | Describe importance of professional behaviour      |
| 2.                                   | Understand workplace risk and responsibility | 2.1                                     | Describe risks in a work environment               |
|                                      |                                              | 2.2                                     | Explain actions to reduce risks                    |
| 3.                                   | Be able to manage work activities            | 3.1                                     | Monitor progress of work activities against a plan |
|                                      |                                              | 3.2                                     | Adapt approach during tasks                        |
| 4.                                   | Be able to evaluate work experience          | 4.1                                     | Evaluate own performance and skills                |
|                                      |                                              | 4.2                                     | Describe readiness for future work                 |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| LO1 | <p>AC 1.1 Learners must comparing at least two different work placement opportunities based on personal career goals e.g.,</p> <ul style="list-style-type: none"><li>• school IT department vs a local retail store to see which offers better technical skill development</li><li>• sports centre vs a primary school to determine which best fits a goal of working with children</li><li>• travel requirements and daily tasks of a placement in a city centre office versus a rural outdoor centre.</li></ul> <p>AC 1.2 Learners must describe the importance of professional behaviour in the workplace e.g.,</p> <ul style="list-style-type: none"><li>• how positive body language and active listening help build trust with customers</li><li>• how maintaining confidentiality regarding school or business data protects the organization's reputation</li><li>• why consistent punctuality is essential for maintaining team productivity and hitting deadlines.</li></ul> |
| LO2 | <p>AC 2.1 Learners must describe three potential risks in a specific work environment e.g.,</p> <ul style="list-style-type: none"><li>• school kitchen to identify hazards like hot surfaces, sharp knives, or wet floors</li><li>• long-term desk-based project, risks such as screen glare or poor posture</li><li>• using chemicals in a science lab or cleaning cupboard, such as inhalation or skin contact.</li></ul> <p>AC 2.2 Learners must explain at least three examples of actions to minimize identified risks e.g.,</p> <ul style="list-style-type: none"><li>• ensuring all heavy items are stored on lower shelves to prevent injury.</li><li>• regular screen breaks and the use of adjustable chairs to minimize physical strain</li><li>• correct Personal Protective Equipment (PPE), such as gloves or masks</li></ul>                                                                                                                                            |
| LO3 | <p>AC 3.1 Learners must monitor own progress against a project plan or set of tasks e.g.,</p> <ul style="list-style-type: none"><li>• Using a spreadsheet to log the completion dates of administrative tasks in a school office</li><li>• Maintaining a daily logbook that tracks the stages of a physical project, such as building a garden planter or organizing a charity event</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <ul style="list-style-type: none"> <li>Updating a shared task management app (like Trello or a simple table) to show which milestones have been met during a team project</li> </ul> <p>AC 3.2 Learners must demonstrate adjusting their actions based on the progress they are making e.g.,</p> <ul style="list-style-type: none"> <li>practising a task to improve</li> <li>adapting their behaviour</li> <li>asking for help.</li> </ul>                                                                                                                                                           |
| LO4 | <p>AC 4.1 Learners must evaluate own performance and skills during the work activity including areas for development e.g.,</p> <ul style="list-style-type: none"> <li>how their problem-solving skills improved when they had to manage a double-booked meeting room</li> <li>progress in communication and teamwork</li> <li>time management and what they would do differently in a future role.</li> </ul> <p>AC 4.2 Learners must describe their own readiness for future work including what they are ready for now and what they can do to improve their readiness for a specific job role.</p> |

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|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                   |
| <b>Statement of What Matters</b>                                                 | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future                                       |
| <b>Links to the Four Purposes</b>                                                | Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives                                                        |
| <b>Cross-curricular Skills</b>                                                   | Literacy / Digital                                                                                                                           |
| <b>Integral Skills</b>                                                           | Planning and organising                                                                                                                      |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Enables learners to consider if the organisation and role they have chosen for work experience will sustainable as a future business venture |

| Relevant Cross-Cutting Themes             |                                                                                                                                                                      |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme                                     | Rationale                                                                                                                                                            |
| Local, National and International context | Enables learners to consider future working life and plan and take part in work experience, and whether that might be in Wales (and using Welsh) or outside of Wales |