

# **Understanding the Changing Labour Market**

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 and Work suite. It has been designed primarily for learners aged 14-16 years old in Wales to be studied as part of 'Skills for Life' or 'Skills for Life and Work' qualifications.

The 'Understanding the Changing Labour Market' suite of units has been designed to develop learners' understanding of what affects the labour market, including supply and demand, technological development, and local and national education and economic initiatives, and develop the skills to adapt to outside factors when looking at career options.

## 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>Jobs and roles</b>                    | Recognise different jobs and tasks             | Identify different jobs, tasks, and workplaces | Describe job roles across sectors                 | Describe job sectors and how roles are organised                | Analyse job sectors and how roles develop and change              |
| <b>Skills and work</b>                   | Recognise simple skills used in jobs           | Identify skills needed for jobs                | Describe skills needed for different roles        | Explain how skills relate to job opportunities                  | Evaluate how skills need to change to meet labour market demands  |
| <b>Labour market awareness</b>           | Recognise that jobs can be different           | Identify that jobs can change over time        | Describe how jobs change and why                  | Explain factors affecting job availability                      | Analyse how factors influence job availability and skills demand  |
| <b>External factors (cause → impact)</b> | Recognise simple influences (e.g., technology) | Identify factors that affect jobs              | Describe how factors change jobs (cause → effect) | Explain how factors affect opportunities (clear cause → impact) | Analyse relationships between factors and evaluate their impact   |
| <b>Career options and pathways</b>       | Choose a job of interest                       | Identify job preferences linked to interests   | Identify a realistic job and outline steps        | Identify and explain career options and pathways                | Select and justify career options using labour market information |

|                                  |                                         |                                           |                                      |                                                            |                                                                      |
|----------------------------------|-----------------------------------------|-------------------------------------------|--------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Adaptability and response</b> | Recognise that people do different jobs | Identify that people can learn new skills | Describe ways to prepare for a job   | Explain how to respond to changes (e.g., training, skills) | Evaluate how to adapt to labour market changes and justify decisions |
| <b>Cognitive Demand</b>          | Recognise, choose                       | Identify, state                           | Describe, outline, link cause/effect | Describe, explain, apply                                   | Analyse, justify, evaluate                                           |

## 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 experience in careers education, personal development, or employability skills
- be able to explain basic labour market concepts in an accessible way
- support learners to:
  - interpret information
  - make connections between skills and opportunities
  - reflect on career options

Formal occupational qualifications are not mandated; however, staff must be suitably experienced and competent.

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 should ensure access to:

- job profiles and sector information
- examples of labour market changes (e.g., technology, local developments)
- simplified explanations of:
  - supply and demand
  - economic change
  - education and training pathways
- planning and reflection templates

At higher levels, resources may include:

- careers websites
- local employer information
- case studies of changing industries

### **Use of Labour Market Information (LMI)**

Providers must ensure learners have access to appropriate labour market information, scaled to level.

Examples include:

- simplified job descriptions and sector information (Entry Levels)
- local job or employer examples
- careers websites or LMI platforms (e.g., Careers Wales)
- information on:
  - job demand and shortages
  - training and qualification pathways
  - emerging industries and technologies

At higher levels, learners should be supported to:

- interpret LMI
- use it to inform career decisions

### **Entry Requirements**

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

## Assessment Approach

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

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

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

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

## Entry Level 1

Assessment of Understanding the Changing Labour Market at Entry Level 1 should include:

| Type of Assessment   | Examples of Tasks                |
|----------------------|----------------------------------|
| Matching             | Match jobs to pictures or tasks  |
| Recognition          | Identify jobs from images/videos |
| Choice Task          | Choose a preferred job           |
| Supported Discussion | Give a simple reason             |
| Observation          | Engagement in activities         |

## Entry Level 2

Assessment of Understanding the Changing Labour Market at Entry Level 2 should include:

| Type of Assessment | Examples of Tasks                 |
|--------------------|-----------------------------------|
| Short Responses    | Identify jobs, workplaces, skills |
| Matching           | Match skills to jobs              |
| Sorting            | Group jobs or workplaces          |
| Discussion         | Explain simple job changes        |
| Profile Task       | Match own skills to jobs          |

### Entry Level 3

Assessment of Understanding the Changing Labour Market at Entry Level 3 should include:

| Type of Assessment | Examples of Tasks         |
|--------------------|---------------------------|
| Description Tasks  | Describe jobs and sectors |
| Short Explanation  | Explain job changes       |
| Matching           | Match skills to roles     |
| Planning Task      | Outline steps to a job    |
| Discussion         | Talk through options      |

### Level 1

Assessment of Understanding the Changing Labour Market at Level 1 should include:

| Type of Assessment | Examples of Tasks         |
|--------------------|---------------------------|
| Description Tasks  | Describe jobs and sectors |
| Short Explanation  | Explain job changes       |
| Matching           | Match skills to roles     |
| Planning Task      | Outline steps to a job    |
| Discussion         | Talk through options      |

### Level 2

Assessment of Understanding the Changing Labour Market at Level 2 should include:

| Type of Assessment | Examples of Tasks             |
|--------------------|-------------------------------|
| Written Task       | Describe sectors and roles    |
| Explanation Task   | Explain labour market factors |
| Research Task      | Identify career options       |
| Planning Task      | Outline career pathway        |
| Discussion         | Explain decisions             |

## Unit Content

### Entry Level 1

**Unit Title:** Understanding the Changing Labour Market

**Unit Reference Number:** CBM236

**Level:** Entry Level 1

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

#### Principles of Progression

Progression step 1 - I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences

| Learning Outcome (The Learner will):   | Assessment Criterion (The Learner can):         |
|----------------------------------------|-------------------------------------------------|
| 1. Know about different jobs           | 1.1 Identify different jobs from given material |
|                                        | 1.2 Identify simple tasks linked to jobs        |
| 2. Know that jobs can change           | 2.1 Recognise that jobs can be different        |
|                                        | 2.2 Recognise that new jobs can exist           |
| 3. Be able to identify job preferences | 3.1 Choose a job they are interested in         |
|                                        | 3.2 Identify a simple reason for their choice   |

| Indicative Content |                                                                                                                                                                                                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1                | <p>AC 1.1 Learners must identify a small range of jobs, e.g., teacher, builder, nurse, shop worker, through images, videos or role play</p> <p>AC 1.2 Learners must identify basic tasks, e.g., a teacher helps students, a cleaner cleans.</p>                          |
| LO2                | <p>AC 2.1 Learners recognise simple differences in given jobs, e.g., indoor/outdoor, working with people or objects.</p> <p>AC 2.2 Learners recognise simple changes in given jobs or work-related tasks, e.g., jobs using computers or technology, working at home.</p> |
| LO3                | <p>AC 3.1 Learners must choose one job from given options that they are interested in.</p> <p>AC 3.2 Learners must give a simple reason, e.g., “I like helping people”.</p>                                                                                              |

|                                                                                  |                                                                                                                         |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <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>                                                           | Creativity and innovation                                                                                               |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing a sense of which sectors are sustainable in terms of the environment and providing employment opportunities. |

| Relevant Cross-Cutting Themes              |                                                                                                                |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Theme                                      | Rationale                                                                                                      |
| Local, national and international contexts | Enables learners to consider the labour market in Wales and outside Wales and the changes they are undergoing. |

## Entry Level 2

**Unit Title:** Understanding the Changing Labour Market

**Unit Reference Number:** CBM237

**Level:** Entry Level 2

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 2 - I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.

| Learning Outcome (The Learner will):     | Assessment Criterion (The Learner can):                    |
|------------------------------------------|------------------------------------------------------------|
| 1. Know different types of jobs          | 1.1 Identify different jobs and what they involve          |
|                                          | 1.2 Identify where people work                             |
| 2. Know that jobs are affected by change | 2.1 Identify factors that affect jobs                      |
|                                          | 2.2 State how jobs can change                              |
| 3. Be able to relate skills to jobs      | 3.1 Identify skills needed for a job                       |
|                                          | 3.2 Identify a job that matches their skills and interests |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must identify at least two jobs and identify what they involve e.g., retail assistant helps customers in a shop.</p> <p>AC 1.2 Learners must identify at least two different places e.g., school, hospital, shop, farm.</p>                                                                               |
| LO2 | <p>AC 2.1 Learners must identify at least two factors e.g., technology, new businesses.</p> <p>AC 2.2 Learners must state one way jobs can change e.g., new roles, fewer manual jobs, use of technology.</p>                                                                                                                 |
| LO3 | <p>AC 3.1 Learners must identify at least two skills needed for a given job e.g. to be a retail assistant you need good communication and teamwork skills; to be a coder you need good digital/IT and communication skills.</p> <p>AC 3.2 Learners must match their own interests <b>and</b> skills to at least one job.</p> |

|                                                                           |                                                                                                                         |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Area of Learning Experience                                               | Humanities                                                                                                              |
| Statement of What Matters                                                 | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.                 |
| Links to the Four Purposes                                                | Purpose 1 - Ambitious, capable learners who are ready to learn throughout their lives.                                  |
| Cross-curricular Skills                                                   | Literacy / Digital                                                                                                      |
| Integral Skills                                                           | Creativity and innovation                                                                                               |
| Understanding of sustainability in the world of work and/or everyday work | Developing a sense of which sectors are sustainable in terms of the environment and providing employment opportunities. |

## Relevant Cross-Cutting Themes

| Theme                                      | Rationale                                                                                                      |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Local, national and international contexts | Enables learners to consider the labour market in Wales and outside Wales and the changes they are undergoing. |

## Entry Level 3

**Unit Title:** Understanding the Changing Labour Market

**Unit Reference Number:** CBM238

**Level:** Entry Level 3

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression step 3 - I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.

| Learning Outcome (The Learner will):     | Assessment Criterion (The Learner can):          |
|------------------------------------------|--------------------------------------------------|
| 1. Know about job roles and sectors      | 1.1 Describe job roles in different sectors      |
|                                          | 1.2 Outline skills needed for different jobs     |
| 2. Know that jobs are affected by change | 2.1 Identify factors affecting the labour market |
|                                          | 2.2 Explain how these factors can affect jobs    |
| 3. Be able to consider career options    | 3.1 Identify a job or career option              |
|                                          | 3.2 Outline steps to access that job             |

## Indicative Content

|     |                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1 | <p>AC 1.1 Learners must describe jobs from at least two different sectors, e.g., health, retail, construction. Descriptions should include what people do and where they work.</p> <p>AC 1.2 Learners must outline at least two skills for at least two different jobs, e.g., adult care worker (communication, problem-solving); farm work assistant (looking after animals, good level of fitness).</p> |
| LO2 | <p>AC 2.1 Learners must identify at least two different factors, e.g., technology, new businesses, changes in local area, training opportunities.</p> <p>AC 2.2 Learners must explain a simple cause/effect, e.g. machines replacing some jobs, new shops creating jobs, more training leading to more skilled roles.</p>                                                                                 |
| LO3 | <p>AC 3.1 Learners identify a realistic option for a job or career based on their skills, knowledge and areas of interest.</p> <p>AC 3.2 Learners must outline simple steps, e.g. training, qualifications, work experience.</p>                                                                                                                                                                          |

|                                                                                  |                                                                                                                         |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <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>                                                           | Creativity and innovation                                                                                               |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing a sense of which sectors are sustainable in terms of the environment and providing employment opportunities. |

## Relevant Cross-Cutting Themes

| Theme                                      | Rationale                                                                                                      |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Local, national and international contexts | Enables learners to consider the labour market in Wales and outside Wales and the changes they are undergoing. |

## Level 1

**Unit Title:** Understanding the Changing Labour Market

**Unit Reference Number:** CBM239

**Level:** One (2)

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### 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 sectors and opportunities       | 1.1 Describe job sectors and roles                                                                      |
|                                                   | 1.2 Learners describe changes in jobs, e.g. due to technology, local developments, or economic changes. |
| 2. Understand factors affecting the labour market | 2.1 Explain factors affecting job availability                                                          |
|                                                   | 2.2 Explain how these factors affect opportunities                                                      |
| 3. Be able to plan career options                 | 3.1 Identify a career option using labour market information                                            |
|                                                   | 3.2 Explain steps required to access the career                                                         |

## Indicative Content

LO1 AC 1.1 Learners must describe a range of job sectors e.g., health and social care, retail, construction, education, hospitality, digital/technology, and public services. Descriptions should include typical roles within sectors, e.g., nurse, care worker, shop assistant, site manager, teacher, chef, IT technician.

Learners may refer to local or national examples of employers.

AC 1.2 Learners must describe changes in jobs, e.g. due to technology, local developments, or economic changes.

LO2 AC 2.1 Learners must explain at least two key labour market factors. These could include:

- supply and demand e.g., more jobs available in growing sectors
- technological change e.g., automation, digitalisation
- economic conditions e.g., recession, growth
- education and training initiatives e.g., apprenticeships, government programmes.

Explanations should show basic cause and effect.

AC 2.2 Learners must explain how at least two factors impact job opportunities, e.g.,

- technology creating new jobs but reducing others
- economic downturn reducing vacancies
- local investment increasing jobs in certain areas.

Examples may include growth in digital jobs or reduced demand for manual roles.

LO3 AC 3.1 Learners must identify a realistic career option, informed by labour market awareness e.g., jobs in demand locally, growing sectors.

Choices should show some awareness of opportunities rather than purely preference-based selection.

AC 3.2 Learners must explain clear steps to access the role, such as required qualifications, training routes e.g. college, apprenticeship, work experience, or entry requirements.

Examples could include GCSEs, vocational courses, or on-the-job training.

|                                                                                  |                                                                                                                         |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <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>                                                           | Creativity and innovation                                                                                               |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing a sense of which sectors are sustainable in terms of the environment and providing employment opportunities. |

| <b>Relevant Cross-Cutting Themes</b>       |                                                                                                                |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                               | <b>Rationale</b>                                                                                               |
| Local, national and international contexts | Enables learners to consider the labour market in Wales and outside Wales and the changes they are undergoing. |

## Level 2

**Unit Title:** Understanding the Changing Labour Market

**Unit Reference Number:** CBM240

**Level:** Two (2)

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### 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 labour market influences               | 1.1 Describe factors affecting the labour market               |
|                                                      | 1.2 Describe how these factors influence job opportunities     |
| 2. Understand how to respond to labour market change | 2.1 Explain how individuals can adapt to labour market changes |
|                                                      | 2.2 Explain the importance of adaptability in career planning  |
| 3. Be able to make informed career decisions         | 3.1 Select a career option using labour market information     |
|                                                      | 3.2 Justify career decisions based on external factors         |

## Indicative Content

LO1 AC 1.1 Learners must describe a least two key labour market influences. These could include:

- supply and demand e.g., shortages in healthcare or construction
- technological development e.g., AI, automation, digital platforms
- economic trends e.g., inflation, regional investment, industry decline/growth
- education and government initiatives e.g., apprenticeships, skills programmes, funding priorities.

Analysis should go beyond description to consider relationships between factors.

AC 1.2 Learners must describe the impact of these factors on job availability, job types and required skills, e.g., automation reducing routine roles but increasing technical roles, or economic growth increasing employment opportunities.

Learners may refer to local, national or sector-specific examples.

LO2 AC 2.1 Learners must explain practical strategies for adapting, such as reskilling, upskilling, lifelong learning, gaining transferable skills, or changing career pathways.

Examples may include learning digital skills, completing training courses, or gaining work experience.

AC 2.2 Learners should be able to explain why adaptability is important, considering factors such as job security, changing industries, and long-term career progression.

Explanations should include consideration of consequences of not adapting, e.g., reduced opportunities or skills mismatch.

LO3 AC 3.1 Learners must select a career option informed by labour market evidence, such as job demand, sector growth, or availability of training. Evidence may include use of labour market information sources e.g., careers websites, local data.

AC 3.2 Learners must justify their chosen career option, linking it to labour market factors e.g., demand, growth sectors, personal skills/interests, and future opportunities.

Justification should demonstrate clear reasoning rather than simple preference.

|                                                                                  |                                                                                                                         |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <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>                                                           | Creativity and innovation                                                                                               |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Developing a sense of which sectors are sustainable in terms of the environment and providing employment opportunities. |

| <b>Relevant Cross-Cutting Themes</b>       |                                                                                                                |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                               | <b>Rationale</b>                                                                                               |
| Local, national and international contexts | Enables learners to consider the labour market in Wales and outside Wales and the changes they are undergoing. |