

Wellbeing and Work

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 'Wellbeing and Work' suite of units has been designed to develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Units from Other Awarding Organisations

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

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

Qualification Documentation

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

Progression Across Levels

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

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

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding Wellbeing	Recognise feelings	Identify wellbeing factors	Describe wellbeing factors	Explain impact of wellbeing	Analyse wellbeing in context
Workplace Situations	Recognise simple situations	Identify situations	Describe situations	Explain workplace challenges	Analyse complex situations
Managing Wellbeing	Identify simple actions	Identify responses	Describe strategies	Apply strategies	Analyse and evaluate strategies
Support Systems	Identify who helps	Identify sources of support	Identify when to seek support	Explain how to seek support	Analyse effectiveness of support
Relationships	Recognise positive interactions	Identify behaviours	Describe positive relationships	Explain relationship skills	Evaluate relationship approaches
Problem Solving	Take part in simple scenarios	Respond to scenarios	Describe responses	Explain responses	Analyse and evaluate responses
Self-Reflection	Indicate feelings	Describe feelings	Describe actions	Reflect on strengths and gaps	Evaluate own approach
Cognitive Demand	Recognise / indicate	Identify / describe	Describe / apply	Explain / manage	Analyse / 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:

- well-being education
- personal development
- employability or workplace skills

Staff must be able to support learners to:

- understand wellbeing concepts
- apply strategies in scenarios
- reflect on personal responses

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 Space

A classroom or flexible space suitable for:

- discussion
- role play
- group activities

Learning Materials

Resources showing:

- workplace situations
- well-being factors
- strategies for managing wellbeing

Optional Resources

- videos showing workplace scenarios
- guest speakers or case studies

Health and Safety

Providers must ensure:

- activities are appropriate and supervised
- learners are supported in discussing sensitive topics

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. 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 Wellbeing and Work at Entry Level 1 should include:

Type of Assessment	Examples of Tasks
Matching	Match pictures of feelings (e.g., happy, tired) to simple work situations
Picture Selection	Select images showing positive or negative wellbeing
Identification / Pointing	Point to who can help in a work situation
Role Play	Take part in simple workplace scenarios (e.g., asking for help)
Simple Demonstration	Show a simple action (e.g., taking a break, asking for help)
Single-statement Response	Say how they feel in a situation

Entry Level 2

Assessment of Wellbeing and Work at Entry Level 2 should include:

Type of Assessment	Examples of Tasks
Matching	Match situations (e.g., too much work) to feelings or responses
Sorting	Sort examples into positive/negative wellbeing
Identification Tasks	Identify factors affecting wellbeing (e.g., workload, relationships)
Supported Practical Task	Take part in role play responding to a work situation
Demonstration	Show how to respond appropriately (e.g., ask for help, take a break)
Short Response	Describe how they would feel and what they would do

Entry Level 3

Assessment of Wellbeing and Work at Entry Level 3 should include:

Type of Assessment	Examples of Tasks
Labelling	Label factors affecting wellbeing (e.g., workload, environment)
Short Written / Oral Response	Describe well-being factors and strategies
Scenario Task	Respond to a structured workplace situation
Practical Task	Demonstrate use of a well-being strategy (e.g., prioritising tasks)
Presentation	Present a response to a workplace problem
Reflection Task	Describe actions they would take and why

Level 1

Assessment of Wellbeing and Work at Level 1 should include:

Type of Assessment	Examples of Tasks
Description Task	Describe factors affecting wellbeing at work
Explanation Task	Explain how factors impact individuals
Scenario Task	Describe how to deal with workplace problems
Planning Task	Outline strategies for managing workload and balance
Role Play / Simulation	Demonstrate handling a workplace situation
Reflection Task	Describe own strengths and areas for development

Level 2

Assessment of Wellbeing and Work at Level 2 should include:

Type of Assessment	Examples of Tasks
Analytical Task	Analyse factors affecting wellbeing in different contexts
Scenario Analysis	Analyse responses to workplace challenges
Comparison Task	Evaluate different approaches to managing wellbeing
Planning Task	Develop strategies for maintaining wellbeing
Presentation	Present analysis of a workplace scenario
Evaluation Task	Evaluate own wellbeing strategies and suggest improvements

Unit Content

Entry Level 1

Unit Title: Wellbeing and Work

Unit Reference Number: CBM246

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Principles of Progression

Progression step 1 - I can get along with others with and without support.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what wellbeing means in work situations	1.1 Identify what it means to feel well at work
	1.2 Identify situations that may affect wellbeing
2. Know simple ways to stay well at work	2.1 Identify ways to stay well
	2.2 Identify who can help at work
3. Be able to take part in activities about wellbeing at work	3.1 Take part in activities about work situations
	3.2 Identify how they feel in a situation

Indicative Content

LO1 AC 1.1 Learners must identify at least one simple signs of wellbeing in a work setting e.g.,

- feeling happy
- feeling safe
- feeling comfortable.

AC 1.2 Learners must identify a work situation that may affect wellbeing e.g.,

- feeling tired
- feeling worried
- needing help.

LO2 AC 2.1 Learners must identify at least two ways they can stay well in work e.g.,

- taking breaks
- asking for help
- staying calm.

AC 2.2 Learners must identify at least one person who can help at work e.g.,

- supervisor/boss
- colleague/friend.

LO3 AC 3.1 Learners must participate in a role play or discussion about at least two simple workplace scenarios e.g.,

- finding a task too difficult
- needing to ask for help
- asking for time off.

AC 3.2 Learners must identify how they felt in each situation e.g.,

- happy
- worried
- tired.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Learners develop understanding of sustainability by recognising how maintaining wellbeing supports long-term participation in work and promotes healthy, balanced lifestyles in everyday life.

Relevant Cross-Cutting Themes	
Theme	Rationale
Relationships and sexuality education (RSE)	Developing a healthy relationship between work, self and others will enable learners to sustain their working life and be active contributors to society and the world of work.

Entry Level 2

Unit Title: Wellbeing and Work

Unit Reference Number: CBM247

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Principles of Progression

Progression step 2 - I can make friends and try to resolve disagreements, seeking support when needed.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know factors that affect wellbeing at work	1.1 Identify factors that affect wellbeing at work
	1.2 Identify signs of positive and negative wellbeing
2. Know ways to support wellbeing at work	2.1 Identify ways to manage wellbeing
	2.2 Identify sources of support
3. Be able to respond to simple work situations	3.1 Take part in activities about work-related problems
	3.2 Show how to respond to a situation
	3.3 State how they would feel in a situation

Indicative Content

LO1 AC 1.1 Learners must identify at least two factors that affect wellbeing at work e.g.,

- workload
- relationships
- environment
- routine
- the type of work.

AC 1.2 Learners must identify signs of positive and negative wellbeing e.g.,

- positive – feeling confident, being happy
- negative – feeling stress, being tired.

LO2 AC 2.1 Learners must identify at least two ways they can manage their own wellbeing e.g.,

- taking breaks
- organising tasks
- asking for help.

AC 2.2 Learners must identify at least two sources of support in work e.g.,

- supervisor/boss
- colleague/friend
- support staff.

LO3 AC 3.1 Learners must participate in at least two structured scenarios about work-related problems. This could be through role play, storytelling, watching a video. Work related problems could include:

- finding a task difficult
- not having time to finish something
- bullying
- feeling overwhelmed.

AC 3.2 Learners must demonstrate/show how to respond in the given situations e.g.,

- asking for help
- reporting a problem
- taking a break
- talking to a friend.

AC 3.3 Learners must identify feelings linked to the given situations e.g.,

- worried
- stressed
- confident
- uncertain
- angry

Area of Learning Experience	Humanities
Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Learners develop understanding of sustainability by recognising how maintaining wellbeing supports long-term participation in work and promotes healthy, balanced lifestyles in everyday life.

Relevant Cross-Cutting Themes	
Theme	Rationale
Relationships and sexuality education (RSE)	Developing a healthy relationship between work, self and others will enable learners to sustain their working life and be active contributors to society and the world of work.

Entry Level 3

Unit Title: Wellbeing and Work

Unit Reference Number: CBM248

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Principles of Progression

Progression step 3 - I can understand that there are differences within types of relationships and that relationships change over time.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand wellbeing in the workplace	1.1 Explain factors that affect wellbeing at work
	1.2 Explain positive and negative effects on wellbeing
2. Understand strategies to maintain wellbeing	2.1 Explain ways to manage workload and wellbeing
	2.2 Explain when and how to ask for support in different contexts
3. Be able to apply wellbeing strategies in work situations	3.1 Use strategies in a work-related scenario
	3.2 Describe how to deal with a work-related problem

Indicative Content

LO1 AC 1.1 Learners must explain at least two factors that affect wellbeing at work e.g.,

- Workload
- Relationships
- Environment
- Expectations.

AC 1.2 Learners must explain at least two positive and two negative effects on wellbeing e.g.,

- Motivation
- Stress
- Confidence
- Fatigue.

LO2 AC 2.1 Learners must explain ways/strategies for managing their own workload and wellbeing e.g.,

- Prioritising tasks
- Taking breaks
- Staying organised
- Practising the task

AC 2.2 Learners must explain at least two situations where they might need support and identify who to ask. They should give examples of how to ask for support e.g., what information the person might need to be able to help them.

LO3 AC 3.1 Learners must apply appropriate strategies in at least two work-related scenarios e.g.,

- Managing their own time
- Organising their tasks
- Breaking tasks down into smaller steps
- Checking with a colleague / supervisor
- Practising a task.

AC 3.2 Learners must describe how they might deal with at least two work-related problems e.g.,

- Not knowing how to do a task
- Being distracted because of something happening outside of work
- Not getting on with colleagues/peers.

AC 3.3 Learners must demonstrate one of their responses (e.g., through discussion, role play or short explanation). They must include why they chose their response and what they wanted the outcome to be.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Learners develop understanding of sustainability by recognising how maintaining wellbeing supports long-term participation in work and promotes healthy, balanced lifestyles in everyday life.

Relevant Cross-Cutting Themes	
Theme	Rationale
Relationships and sexuality education (RSE)	Developing a healthy relationship between work, self and others will enable learners to sustain their working life and be active contributors to society and the world of work.

Level 1

Unit Title: Exploring Career Pathways

Unit Reference Number: CBM249

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Principles of Progression

Progression step 4 - I can show a developing awareness of the complex nature of relationships.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand factors affecting wellbeing at work	1.1 Describe factors influencing wellbeing
	1.2 Explain how these factors affect individuals
2. Understand strategies for maintaining wellbeing	2.1 Describe strategies for work-life balance and workload management
	2.2 Describe ways to build positive working relationships
3. Be able to respond positively to workplace situations	3.1 Describe how to deal with work-related problems
	3.2 Describe when and how to seek support
4. Be able to reflect on own wellbeing at work	4.1 Describe own strengths in managing wellbeing
	4.2 Identify areas for development

Indicative Content

LO1 AC 1.1 Learners must describe at least three factors that influence wellbeing at work e.g.,

- Workload
- Work environment
- Relationships
- Expectations
- Interest in the functions
- Career progression

AC 1.2 Learners must explain how these factors can affect individuals e.g.,

- Stress
- Motivation
- Productivity
- Confidence

LO2 AC 2.1 Learners must describe a strategy for each of:

- Worklife balance
- Workload management

Strategies might include:

- Planning tasks
- Organising time
- Setting boundaries
- Planning personal time.

AC 2.2 Learners must describe at least three ways they can build positive working relationships e.g.,

- Communication
- Respect
- Teamwork.

LO3 AC 3.1 Learners must describe how to respond to at least three different work-related scenarios e.g.,

- Conflict resolution
- Not being able to complete a task
- Managing pressure.

AC 3.2 Learners must describe both when and how to seek support for at least three different scenarios e.g.,

- Bullying/harassment → HR, manager
- Managing pressure → Peer, mentor.

Where appropriate, learners should reference the policy that would support their seeking help e.g., bullying and harassment.

LO4 AC 4.1 Learners must describe at least two strengths in managing their own wellbeing at work e.g.,

- Time management
- Communication
- Relationship building
- Skills related to the tasks.

AC 4.2 Learners must describe at least two areas of development they've identified to improve their own wellbeing at work e.g.,

- Time management
- Communication
- Relationship building
- Confidence
- Skills related to the tasks.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Learners develop understanding of sustainability by recognising how maintaining wellbeing supports long-term participation in work and promotes healthy, balanced lifestyles in everyday life.

Relevant Cross-Cutting Themes	
Theme	Rationale
Relationships and sexuality education (RSE)	Developing a healthy relationship between work, self and others will enable learners to sustain their working life and be active contributors to society and the world of work.

Level 2

Unit Title: Wellbeing and Work

Unit Reference Number: CBM250

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of wellbeing in the workplace, including practical strategies for work-life balance, managing workload, positive working relationships, dealing with work-related problems, and knowing who and when to ask for support.

Principles of Progression

Progression step 5 - I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand wellbeing in a work context	1.1 Analyse factors affecting wellbeing at work
2. Understand strategies for managing wellbeing	2.1 Analyse strategies for maintaining work-life balance and workload
	2.2 Describe approach to building positive working relationships
3. Be able to manage workplace challenges	3.1 Analyse responses to work-related problems
4. Be able to evaluate own wellbeing strategies	4.1 Evaluate own strengths and development needs
	4.2 Outline strategies to improve own wellbeing at work

Indicative Content

LO1 AC 1.1 Learners must analyse at least three factors affecting wellbeing at work. This must include the associated impact of wellbeing on work performance. Factors could include:

- Workload pressure
- Organisational culture
- Relationships
- Environment

LO2 AC 2.1 Learners must analyse at least three strategies for maintain work-life balance and workload. This must include the level of control and individual has, the potential barriers, and ways to implement them e.g.,

- Prioritisation
- time management
- boundary setting

AC 2.2 Learners must describe their own approach to building positive working relationship in a work setting. This must include different people within a work context e.g., peers, colleagues, supervisors, management, HR. The description could include communication styles, teamwork and conflict resolution.

LO3 AC 3.1 Learners must analyse responses to at least three work-related problems. This must include when and how to seek support. Problems could include:

- Handling conflict
- Managing stress
- A colleague needing support

LO4 AC 4.1 Learners must evaluate their own strengths and development needs relating to their ability to manage wellbeing in work. This must include at least three examples of each (strengths/ gaps).

AC 4.2 Learners must identify at least two strategies to improve their own wellbeing at work. Learners must include steps they will take to implement these strategies. Example:

- Developing routines
- Improving communication.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Healthy relationships are fundamental to our well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Learners develop understanding of sustainability by recognising how maintaining wellbeing supports long-term participation in work and promotes healthy, balanced lifestyles in everyday life.

Relevant Cross-Cutting Themes	
Theme	Rationale
Relationships and sexuality education (RSE)	Developing a healthy relationship between work, self and others will enable learners to sustain their working life and be active contributors to society and the world of work.