

Working in Wales

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 'Working in Wales' suite of units has been designed to develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. Learners will find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually.

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
Knowledge of Wales & Economy	State simple facts about Wales (flag, landmarks).	Identify industries and locate Wales on a map.	State industries and simple international links (exports, tourism).	Describe sectors and how they contribute to Wales.	Explain and compare sectors and their international links.
Employment Settings	State one place where people work.	List workplaces in Wales.	Identify two employment settings.	Describe employment sectors and what they provide.	Explain differences between sectors and workplace expectations.
Skills for Work	State one simple skill used at work.	Identify skills used in different workplaces.	Identify three skills per setting + simple reasoning.	Describe workplace expectations and skills across sectors.	Explain varying skill needs across sectors, including behaviours.
Bilingual Communication	Recognise Welsh and English as languages used in Wales.	State one way Welsh/English helps in a job.	Give two benefits of being bilingual at work.	Describe how bilingual skills support tasks and services.	Explain the role and importance of bilingual communication across sectors.
Job Roles	State a job they know.	Identify one job in Wales.	Present simple job information (3 skills).	Describe a job role with required skills, behaviours	Research and present job role

				and expectations.	information in depth.
Preparation for Work	State one thing they are good at.	Identify what went well and one improvement in an activity.	Identify strengths to match a job.	Describe how strengths/interests align with sectors and roles.	Evaluate suitability for roles using strengths, gaps, evidence.
International Links	Not required.	Identify how Wales connects to other countries (simple).	Show one visual connection (exports, tourism, global ties).	Describe sector-level contributions and links.	Explain and compare international links across sectors.
Cognitive Level	State / Recognise	Identify / Select	Describe + simple reasons	Describe + basic interpretation	Explain / Compare / 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 facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure that staff delivering and assessing this unit are suitably qualified and experienced.

Delivery staff must:

- have knowledge and understanding of changing job markets in Wales, including emerging roles and future employment trends appropriate to the level of delivery
- be able to support learners in exploring future job opportunities and the skills required for employment
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who can facilitate discussion, research and exploratory activities related to working in Wales
- staff who can support learners to develop awareness of skills, decision-making and future opportunities
- 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.

Providers should ensure learning materials, activities and examples are inclusive, culturally relevant and adaptable to learners' communication, sensory and processing needs.

As a minimum, this must include:

Learning Environment

- a safe and inclusive learning environment that supports discussion, exploration and reflection

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials
- scenario-based materials and case studies
- visual resources such as images, job profiles and prompts

Equipment

- access to digital devices, e.g., computers, laptops or tablets
- internet access to support research into jobs, skills and future trends
- presentation equipment, e.g., projector or interactive screen
- classroom resources including whiteboard and writing materials
- access to short videos or case studies
- simple labour market or trend summaries
- templates for planning and presenting job research

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 it 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 Working in Wales at Entry Level 1 should include:

Type of Assessment	Examples of Tasks
Matching	Match pictures of workplaces (farm, shop, school) to simple words.
Picture Selection	Select which picture shows people working in Wales.
Pointing / Identifying	Point to Wales on a simple map; point to a workplace when named.
Sorting	Sort images into “workplace” vs “not a workplace.”
Simple Observation Tasks	Take part in a supported activity (e.g., setting up a small display); tutor notes engagement.
Single-statement reflection	Learner states one thing they did or liked (“I liked helping...”, “I pointed to Wales”).

Entry Level 2

Assessment of Working in Wales at Entry Level 2 should include:

Type of Assessment	Examples of Tasks
Matching / Selecting	Match industries to pictures (tourism → beach; farming → fields).
Tick-box / Multiple Choice	Choose how Wales connects to the world (selling goods, visitors).
Listing / Identifying	List two workplaces in Wales; identify one skill used in each.
Sorting Tasks	Sort cards into “workplace skills” vs “not workplace skills.”
Simple Profile Task	Produce a simple job profile: job name + picture + one workplace.
Simple Reflection	State one thing that went well and one improvement during an activity.

Entry Level 3

Assessment of Working in Wales at Entry Level 3 should include:

Type of Assessment	Examples of Tasks
Short Written/Oral Description	Describe how Wales links to another country (exports, visitors).
Advantages / Benefits Tasks	Identify or describe benefits of bilingual skills at work.
Visual Output	Create a labelled poster or map showing a Wales–world connection.
Scenario Interpretation	Respond to scenario: “Why might bilingual skills help in a shop?”
Structured Job Description	Produce a short job profile including job, tasks, and skills.
Strengths Reflection	Describe two strengths and how they match a chosen job.

Level 1

Assessment of Working in Wales at Level 1 should include:

Type of Assessment	Examples of Tasks
Structured Description	Describe employment sectors and how they contribute to Wales.
Short Explanation Tasks	Explain how bilingual skills support workplace tasks (basic reasoning).
Sector Comparison Tasks (simple)	Describe differences between two sectors (e.g., tourism vs agriculture).
Role Description Task	Produce a structured job role profile including skills, behaviours, expectations.
Scenario-based Judgement	“Which sector would suit someone who enjoys helping people? Why?”
Strength–Role Mapping	Describe how personal strengths/interests link to a job role.

Level 2

Assessment of Working in Wales at Level 2 should include:

Type of Assessment	Examples of Tasks
Explanatory Tasks	Explain how two sectors contribute to Wales economically and socially.
Comparison Tasks	Compare sectors' international links or export importance.
Workplace Expectation Analysis	Explain how expectations differ between sectors (healthcare vs tourism).
Bilingual Communication Analysis	Explain the role of Welsh/English in a specific workplace scenario.
Research & Presentation Task	Research a job role and present findings (skills, behaviours, bilingual requirements).
Evaluative Reflection	Evaluate suitability for a job based on strengths, needs and evidence.

Unit Content

Entry Level 1

Unit Title: Working in Wales

Unit Reference Number: CBM251

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. To find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):	
1. Know facts about Wales and places where people work	1.1	State a simple fact about Wales
	1.2	Give an example of a place where people work in Wales
	1.3	Give an example of a way people travel to work in Wales
2. Know job roles and what people do at work in Wales	2.1	State a job someone might do in Wales
	2.2	State a simple task that someone does in that job
	2.3	State one skill used in that job
	2.4	Give an example of when speaking both Welsh and English would be useful
3. Know what type of job they would like to do in Wales	3.1	Outline a job they would like to do in Wales
	3.2	State one thing they would like about the job or workplace

Indicative Content

LO1 AC 1.1 Learners must state one simple fact about Wales e.g.,

- Wales is a country
- The capital city is Cardiff
- Welsh symbols: Dragon, Daffodil, Leek

AC 1.2 Learners must identify one example of a place where people work in Wales e.g.,

- Café
- Shop
- School
- Hospital
- Farm
- Garage
- Office

AC1.3 Learners must identify one example of how someone might travel to work e.g.,

- Car
- Walking
- Bus
- Train
- Bike

LO2 AC 2.1 Learners must identify one example of a job someone might do in Wales, e.g.,

- Teacher
- Retail assistant
- Cleaner
- Builder
- Nurse
- Farmer

AC 2.2 Learners must give an example of one thing that someone would do in that job .e.g.,

- Serving customers
- Helping students/ learners
- Fixing things
- Preparing food

Working as part of a diverse workforce in an inclusive and accessible workplace environment.

AC 2.3 Learners must identify one skill that is used in that job e.g.,

- Being polite
- Listening
- Working with hands
- Counting money
- Using a computer

AC 2.4 Learners should be supported to identify an example of when bilingualism is useful in the workplace e.g., serving customers.

LO3 AC 3.1 Learners must identify one job in Wales that they would like to do. Learners should be supported to identify a job that matches their aspirations and skills. This can be outlined verbally, visually or through cue cards. The outline should include:

- The name of the job
- Where they work
- One task they would do

AC 3.2 Learners must include a simple reason for choosing that job e.g.,

- I want to help people
- I like animals
- I like talking to customers

Principles of Progression	Humanities Progression Step 1 - I am beginning to communicate my observations in simple ways. Language, Literacy and Communication Progression Step 1 - I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.
Area of Learning Experience	Humanities and Language, Literacy and Communication
Statement of What Matters	Humanities - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future and Language, Literacy and Communication - Languages connect us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Recognising how ethical decisions can affect people, communities, and the environment

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	This unit supports learners in understanding Wales's place within local, national and international contexts by exploring key industries, global partnerships, and the role of bilingualism in shaping Wales's identity and economic footprint.
Careers and work-related experiences	This unit directly engages with careers and work-related experiences by guiding learners to investigate employment settings, required skills, and personal career pathways, preparing them for real-world opportunities in the Welsh workforce.
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures.

Entry Level 2

Unit Title: Working in Wales

Unit Reference Number: CBM252

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. To find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):	
1. Know how Wales connects to the wider world	1.1	Identify industries in Wales
	1.2	Identify Wales on a map of the world
	1.3	State how Wales connects to other countries
2. Know where people work in Wales and the skills they use	2.1	Identify different places where people work in Wales
	2.2	Identify skills needed to work in each place
	2.3	Give a reason why speaking both Welsh and English can help at work
3. Be able to identify a job they would like to do in Wales	3.1	Identify a job in Wales that they would like to do
	3.2	Identify key information about that job

Indicative Content

LO1 AC 1.1 Learners must identify at least two industries in Wales e.g.,

- Farming
- Tourism
- Food production
- Steel
- Media
- Renewable energy

AC 1.2 Learners identify Wales's place in the world on a picture or map of the world. This can be by pointing to / circling Wales; selecting from options.

AC 1.3 Learners must give one example of how Wales connects to other countries e.g.,

- Visitors coming to Wales
- Products made in Wales sold in other countries
- Welsh culture recognised internationally
- Participating in international sport or music competitions

LO2 AC 2.1 Learners must list two places where people work in Wales, this includes familiar job settings e.g.

- Shop
- School
- Hospital
- Farm
- Café
- Office

AC 2.2 Learners must identify at least one skill needed to work in each place of work they identified in 2.1 e.g.,

- Talking to people
- Serving customers
- Using tools
- Helping others
- Following instructions

AC 2.3 Learners must give one reason why speaking both Welsh and English can help in a job e.g.,

- Showing respect
- Helping more people
- Supporting visitors

	Improving customer service
LO3	AC 3.1 Learners must identify one job that interests the learner in Wales. Learners should be supported to identify a job that matches their skills and aspirations. AC 3.2 Learners must be supported produce a basic job profile for that job that includes key information e.g., - Job name - Where they work - What they do - What skills are needed.

Principles of Progression	Humanities - Progression Step 2 - I can present what I have discovered in a variety of ways and draw simple conclusions. Language, Literacy and Communication - Progression Step 2 - I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.
Area of Learning Experience	Humanities and Language, Literacy and Communication
Statement of What Matters	Humanities - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future and Language, Literacy and Communication - Languages connect us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Recognising how ethical decisions can affect people, communities, and the environment

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	This unit supports learners in understanding Wales's place within local, national and international contexts by exploring key industries, global partnerships, and the role of bilingualism in shaping Wales's identity and economic footprint
Careers and work-related experiences	This unit directly engages with careers and work-related experiences by guiding learners to investigate employment settings, required skills, and personal career pathways, preparing them for real-world opportunities in the Welsh workforce.
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures

Entry Level 3

Unit Title: Working in Wales

Unit Reference Number: CBM253

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. Find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how Wales connects to the international economy	1.1 Outline different industries in Wales
	1.2 Give an example of how a Welsh industry links to: a) International trade b) Tourism c) Partnerships
2. Know employment settings and skills needed to work in Wales	2.1 Identify different employment settings in Wales
	2.2 List skills needed to work in each setting
	2.3 State benefits of using Welsh and English languages in different job roles
3. Know how to prepare for work in Wales	3.1 Identify a job they could do in Wales
	3.2 Present information about the job, including skills it may require
	3.3 Identify personal strengths that match the job
	3.4 Identify one skill they need to improve to do the job

Indicative Content

LO1 AC 1.1 Learners must identify at least two industries in Wales and give an example of what they do e.g.,

- Farming
- Tourism
- Food production
- Manufacturing
- Creative industries

AC 1.2 Learners must give one example per bullet point for a Welsh industry or sector e.g.,

- International trade: Examples of Welsh exports (e.g. lamb, cheese, steel) and trading partners (e.g. EU countries, USA).
- Tourism: Why visitors from other countries come to Wales for holidays, events, and cultural experiences.
- Partnerships: Case studies or examples of Welsh companies working with international organisations or participating in global projects (e.g. universities, technology firms, cultural exchanges).

Learners could create a visual piece of work to show one way that Wales connects through international trade, tourism and partnerships. Maps can be used to show where Welsh exports go or where tourists come from. They could also create charts or posters showing Welsh products and their global destinations. These could include:

- Logos or flags to represent international partnerships.
- Use infographics or collages to visually represent Wales's global economic footprint.

Encourage learners to include bilingual elements to reflect Wales's cultural identity.

LO2 AC 2.1 Learners must identify two employment settings. This can include, but not limited to:

- Healthcare – hospitals, clinics
- Education – schools, colleges
- Retail – shops, supermarkets
- Tourism – hotels, visitor centres
- Public services – libraries, council offices

AC 2.2 Learner must identify three skills needed to work in each setting such as:

- Healthcare: communication, empathy, teamwork
- Education: listening, patience, organisation

- Retail: customer service, handling money, speaking clearly
- Tourism: welcoming visitors, giving information, bilingual communication
- Public services: using technology, helping others.

AC 2.3 Learners must give two benefits of using bilingual communication (Welsh/English) in a job role. Such as:

- Inclusion: helps communicate with more people in Wales
- Accessibility: supports customers or service users who prefer Welsh
- Cultural respect: shows understanding and appreciation of Welsh identity and culture.
- Service quality: improves customer experience and satisfaction

LO3 AC 3.1 Learners must Identify one job in Wales that matches their skills, knowledge and aspirations.

AC3.2 Learners must include examples of skills needed for the job (e.g. communication, teamwork, using tools). Presentation could include: short talk, labelled diagram, simple writing.

AC 3.3 Learners will reflect on personal strengths (e.g. being friendly, good at listening, working hard), and must identify two of their personal strengths that relates to the job role.

AC 3.4 Learners will be supported to identify one skill they need to improve to be ready to do the job they have identified.

Principles of Progression	Humanities - Progression Step 3 - I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used. Language, Literacy and Communication - Progression Step 3 - I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.
Area of Learning Experience	Humanities and Language, Literacy and Communication
Statement of What Matters	Humanities - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future and Language, Literacy and Communication - Languages connect us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Recognising how ethical decisions can affect people, communities, and the environment

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	This unit supports learners in understanding Wales's place within local, national and international contexts by exploring key industries, global partnerships, and the role of bilingualism in shaping Wales's identity and economic footprint
Careers and work-related experiences	This unit directly engages with careers and work-related experiences by guiding learners to investigate employment settings, required skills, and personal career pathways, preparing them for real-world opportunities in the Welsh workforce.
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures

Level 1

Unit Title: Working in Wales

Unit Reference Number: CBM254

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. To find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know key industries and employment sectors in Wales and how they contribute to Wales	1.1 Outline key employment sectors found in Wales
	1.2 Outline how two of these sectors contribute to the national economy in Wales
	1.3 Describe how a sector in Wales connects to international activity
2. Know workplace expectations and skills needed in different employment sectors	2.1 Describe workplace expectations common across sectors
	2.2 Outline skills needed in different sectors
	2.3 Describe how using Welsh and English can support tasks in a workplace
3. Understand how personal strengths and interests may link to work opportunities in Wales	3.1 Outline a job role in a chosen sector in Wales
	3.2 Describe the skills, behaviours and basic requirements for the job role

Learning Outcome (The Learner will):

Assessment Criterion (The Learner can):

3.3 Describe how own strengths or interests match the job role

Indicative Content

LO1 AC 1.1 Learners must outline key sectors in Wales giving examples of jobs within the sectors e.g.,

- Public services (teacher, nurse, doctor, civil servant)
- Tourism and hospitality (chef, waiter, hotel worker)
- Agriculture and food (farmer, manufacturer)

AC 1.2 Learners must outline how two of the sectors identified in 1.1 contribute to the national Welsh economy. Examples to describe include:

- Employment
- Community support
- Economic contribution
- Meeting public needs
- Sustaining rural areas

AC 1.3 Learners can include descriptions of e.g.,

- Exports (steel, food)
- International tourism
- International students
- Creative industries working with global media

LO2 AC 2.1 Examples include:

- Timekeeping
- Following instructions
- Communication, including bilingual communication expectations in the workplace
- Teamwork
- Appropriate behaviour
- Customer service
- Digital skills
- Workplace expectations in both rural and urban employment settings in Wales.

AC 2.2 Learners must identify skills that are specifically needed to work in two of the identified employment settings e.g.,

- Healthcare: empathy, communication.
- Retail: customer service, problem-solving.
- Tourism: welcoming, bilingual support.
- Manufacturing: accuracy, safety awareness.

AC 2.3 Examples include:

- Providing information clearly
- Welcoming customers
- Answering queries
- Improving customer satisfaction
- Meeting Welsh language standards
- Clear signage

LO3 AC 3.1 Learners must identify one job that interests them within a chosen sector e.g.,

- Healthcare - care assistant
- Tourism – receptionist
- Retail - customer assistant
- Farming - farm worker.

Learners must present information on what a job role involves.

AC3.1 Learners must outline the skills, behaviours and basic requirements (e.g. qualifications, hobbies and interests).

AC 3.3 Learner must describe what they are good at and what they enjoy, matching their strengths and interests to the chosen job.

Principles of Progression	Humanities - Progression Step 4 - I can draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence. Language, Literacy and Communication - Progression Step 4 - I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.
Area of Learning Experience	Humanities and Language, Literacy and Communication
Statement of What Matters	Humanities - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future and Language, Literacy and Communication - Languages connect us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Recognising how ethical decisions can affect people, communities, and the environment

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	This unit supports learners in understanding Wales's place within local, national and international contexts by exploring key industries, global partnerships, and the role of bilingualism in shaping Wales's identity and economic footprint
Careers and work-related experiences	This unit directly engages with careers and work-related experiences by guiding learners to investigate employment settings, required skills, and personal career pathways, preparing them for real-world opportunities in the Welsh workforce.
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures

Level 2

Unit Title Working in Wales

Unit Reference Number: CBM255

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. To find out about the skills required in specific Welsh employment settings – for example, the skills to communicate bilingually.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how key sectors in Wales contribute to the wider economy and international links	1.1 Explain how different employment sectors contribute to Wales
	1.2 Explain how one Welsh sector connects to international markets, tourism or partnerships
	1.3 Compare two Welsh sectors in terms of their contribution or international reach
2. Understand the skills, behaviours and bilingual communication needed to work in Wales	2.1 Describe the skills and behaviours required in different sectors in Wales
	2.2 Explain how workplace expectations may differ between sectors
	2.3 Explain the role of bilingual communication in a Welsh workplace
3. Be able to evaluate a job role in a Welsh sector	3.1 Research a job role within a Welsh sector
	3.2 Present the findings from the review
	3.3 Evaluate how personal strengths, interests and development needs relate to the job role

Indicative Content

LO1 AC 1.1 Learners must identify at least two key sectors in Wales that contribute to the international economy. This includes key industries and sectors such as agriculture, manufacturing, tourism, creative industries, renewable and sustainable energy:

- Economic contribution (jobs, income, sustainability)
- Social contribution (services, community wellbeing)

AC 1.2 Examples could include:

- Exports (steel, food, digital products)
- International tourism flows
- Global supply chains
- Overseas partnership for research
- Media or technology

AC 1.3 should include similarities and differences in jobs, exports and reliance on international customers e.g., tourism vs. agriculture; manufacturing vs. digital.

LO2 AC 2.1 Learners must identify at least two different sectors and explain the different skills and behaviours required by these.

Skills could include: digital literacy, communication, teamwork, customer service, sector-specific skills.

Behaviours could include: behaviours: professionalism, reliability, adaptability, initiative.

For AC2.2 should include at least two different sectors e.g.,

- healthcare needs empathy & confidentiality;
- tourism needs strong customer interaction, including communication in bilingual workplaces;
- manufacturing needs accuracy & safety awareness
- workplace expectations may vary between rural and urban Welsh communities and employment settings.

AC 2.3 Learners should cover a range of reasons when Welsh/English usage matters in different sectors, including:

- Meeting Welsh language standards
- Supporting Welsh-speaking customers
- Inclusive service
- Cultural respect
- Advantages for employability

LO3 AC 3.1 and 3.2 Learners can research job roles: using Careers Wales, job boards, employer websites. This must include:

- What a job description is
- The qualifications the job requires,
- The skills/ knowledge required
- Entry routes
- Progression routes
- Bilingual expectations
- Workplace environment
- Tasks involved
- Examples of diverse workforces and inclusive recruitment practices
- Accessible workplace features and support available for different employee needs.

Learners can create a career profile or presentation. This should cover their findings and explore bilingual opportunities.

AC 3.3 must include:

- Comparing strengths against job requirements
- Identifying gaps
- Identifying training or development needed
- Using simple evidence such as prior feedback, experiences, or self-reflection.

Principles of Progression	Humanities - Progression 5 - I can make coherent and reasoned responses and judgements that take into consideration different viewpoints. Languages Literacy and Communication - Progression 5 - Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.
Area of Learning Experience	Humanities and Language, Literacy and Communication
Statement of What Matters	Humanities - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future and Language, Literacy and Communication - Languages connect us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy/ Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Recognising how ethical decisions can affect people, communities, and the environment

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	This unit supports learners in understanding Wales's place within local, national and international contexts by exploring key industries, global partnerships, and the role of bilingualism in shaping Wales's identity and economic footprint
Careers and work-related experiences	This unit directly engages with careers and work-related experiences by guiding learners to investigate employment settings, required skills, and personal career pathways, preparing them for real-world opportunities in the Welsh workforce.
Diversity	Promotes understanding of rights, inclusion, and diverse identities and cultures