

Sustainable Economic Development

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 Sustainable Economic Development suite of units has been designed to develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. It helps learners to explore strategies they can put into place in their own setting to benefit themselves and others.

Units from Other Awarding Organisations

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

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

Qualification Documentation

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

Progression Across Levels

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

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

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding sustainability	Recognise recyclable materials	Identify recyclable and non-recyclable materials	Describe benefits of reducing waste	Analyse benefits of sustainability	Analyse environmental impacts of waste and actions
Energy awareness	Recognise ways energy is used and saved	Identify equipment using energy	Describe ways to reduce energy use	Explain ways to conserve energy	Analyse energy use and strategies to reduce impact
Participation and contribution	Take part in simple activities	Participate in sustainability activities	Participate in activities reducing impact	Contribute to sustainability initiatives	Plan, carry out and monitor sustainability actions
Reflection and evaluation	Recognise outcomes of actions	Give simple examples of actions	Describe impact of actions	Reflect on activities and outcomes	Evaluate impact and identify improvements
Independence and application	Participate with support	Respond with guidance	Demonstrate independently	Apply in structured contexts	Apply, adapt and evaluate actions
Cognitive demand	Recognise	Identify / state	Describe / explain	Explain / analyse	Analyse / evaluate / plan

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of sustainability practices, including energy use, waste management and environmental responsibility
- be able to support learners in applying practical sustainability strategies in real or simulated contexts

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe and inclusive environment that supports practical sustainability activities and discussion

Teaching and Learning Materials

- structured lesson plans and session materials
- learner handouts and activity materials related to sustainability and environmental practices
- scenario-based materials to explore environmental issues and solutions
- visual resources such as posters, prompts and sustainability examples

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to digital devices where appropriate
- classroom resources including whiteboard and stationery

Practical Resources

- materials to support sustainability activities, e.g., recycling examples, energy-saving prompts or checklists
- resources for practical tasks such as planting, recycling or environmental projects
- example materials to demonstrate sustainable and non-sustainable practices

Entry Requirements

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

Assessment Approach

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

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

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

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

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

Entry Level 1

Assessment of the Sustainable Economic Development unit at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Sorting	Sort materials into recyclable and non-recyclable groups.
Identification	Identify where recycling items should go.
Simple Verbal Response	State ways to use and save energy.
Picture Selection	Identify ways to keep the environment clean.
Recognition Task	Recognise impacts of littering and pollution from images or prompts.

Entry Level 2

Assessment of the Sustainable Economic Development unit at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Identify recyclable and non-recyclable waste.
Short Response	State how environmental actions support wellbeing (e.g., clean air, plants).
Identification Task	Identify equipment that uses energy.
Picture Selection	Identify sustainable choices (e.g., transport methods).
Short Description	Describe simple environmental benefits (e.g., plants, recycling).

Entry Level 3

Assessment of the Sustainable Economic Development unit at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Scenario Task	Explain how individual actions affect the environment.
Short Written / Verbal Task	Describe ways to reduce energy use.
Cause–Effect Task	Explain how actions impact the environment.
Practical Activity	Participate in sustainability activities.
Observation	Assessor observation of participation and skills.

Level 1

Assessment of the Sustainable Economic Development unit at Level 1 should include:

Assessment Type	Examples of Tasks
Explanation Task	Explain environmental impacts of waste.
Planning Task	Create a plan to conserve energy and reduce waste.
Group Activity	Participate in sustainability activities.
Observation	Assessor observation of participation and skills.
Reflection Task	Reflect on effectiveness of actions taken.

Level 2

Assessment of the Sustainable Economic Development unit at Level 2 should include:

Assessment Type	Examples of Tasks
Explanation Task	Explain strategies to conserve energy.
Planning Task	Plan a sustainability initiative.
Practical Activity	Carry out the planned activity.
Evaluation Task	Evaluate impact on individuals and the environment.
Reflection Task	Reflect on effectiveness and improvements.
Observation	Assessor observation of participation and skills.

Unit Content

Entry Level 1

Unit Title: Sustainable Economic Development

Unit Reference Number: CBM171

Level: Entry Level 1

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. It helps learners to explore strategies they can put into place in their own setting to benefit themselves and others.

Principles of Progression

Progression Step 1 – I am beginning to recognise the effects that I have on the natural world

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know items that can be recycled	1.1 Recognise materials for recycling
	1.2 Recognise where recycling goes
2. Know how to save energy	2.1 Identify ways to use energy
	2.2 Identify ways to save energy
3. Know how to keep the environment clean	3.1 Identify ways to keep the environment clean
	3.2 Recognise the impact of littering
	3.3 Recognise the impact of pollution

Indicative Content	
LO1	AC 1.1 Learners must recognise materials for recycling (e.g., paper, cardboard, plastic bottles, glass jars, and metal cans) AC 1.2 Learners must recognise where recycling goes (e.g., blue recycling bins for paper or plastics, bottle banks, or designated recycling points at work or school)
LO2	AC 2.1 Learners must identify ways to use energy (e.g., switching on lights, using computers, operating machinery, or heating and cooling equipment) AC 2.2 Learners must identify ways to save energy (e.g., turning off lights and equipment when not in use, using energy-efficient appliances, or closing doors and windows to keep heat in)
LO3	AC 3.1 Learners must identify ways to keep the environment clean (e.g., putting rubbish in bins, recycling, cleaning up litter, or using reusable containers) AC 3.2 Learners must recognise the impact of littering (e.g., harming wildlife, polluting streets and waterways, and creating unpleasant surroundings) AC 3.3 Learners must recognise the impact of pollution (e.g., damaging air, water, or soil quality, affecting health, and harming animals and plants)

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing sustainable working practices will benefit both the learner and the planet

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Enables learners to develop sustainable working practices will have benefits locally, nationally and internationally

Entry Level 2

Unit Title: Sustainable Economic Development

Unit Reference Number: CBM172

Level: Entry Level 2

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. It helps learners to explore strategies they can put into place in their own setting to benefit themselves and others.

Principles of Progression

Progression Step 2 - I can describe how people and the natural world may impact on each other

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to manage waste	1.1 Identify items that can be recycled
	1.2 Give examples of waste that can't be recycled
2. Understand energy use	2.1 Identify equipment that uses electricity
	2.2 Identify ways to save energy when leaving a room
3. Know how to promote clean air	3.1 Identify green ways to travel
	3.2 State how plants help air quality

Indicative Content

LO1	AC 1.1 Learners must identify items that can be recycled (e.g., plastic, cardboard, food waste)
	AC 1.2 Learners must give examples of waste that can't be recycled (e.g., plastic bags, food-contaminated packaging, polystyrene)

LO2	AC 2.1 Learners must identify equipment that uses electricity (e.g., interactive whiteboard, computers, laptops, tvs, phones) AC 2.2 Learners must identify ways to save energy when leaving a room (e.g., turning light switch off, turning equipment off, turning heating off)
LO3	AC 3.1 Learners must identify green ways to travel (e.g., walking, cycling, taking public transport) AC 3.2 Learners must state of how plants help the air quality (e.g., taking out bad air and releasing oxygen, filtering dust and pollutants, improving freshness)

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing sustainable working practices will benefit both the learner and the planet

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Enables learners to develop sustainable working practices will have benefits locally, nationally and internationally

Entry Level 3

Unit Title: Sustainable Economic Development

Unit Reference Number: CBM173

Level: Entry Level 3

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. It helps learners to explore strategies they can put into place in their own setting to benefit themselves and others.

Principles of Progression

Progression step 3 - I can describe and give simple explanations about the impact of human actions on the natural world in the past and present

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to manage waste	1.1 Explain how to recycle waste
	1.2 Explain the benefits of reducing waste
2. Understand energy use	2.1 Describe ways to reduce energy consumption
	2.2 Identify ways to save energy when leaving a room
3. Understand the impact individuals have on the environment	3.1 Explain how individual actions affect the environment
	3.2 Describe ways individuals can reduce their impact on the environment
	3.3 Participate in activities that reduce environmental impact

Indicative Content

LO1	AC 1.1 Learners must explain how to recycle waste (e.g., sorting paper, cardboard, plastic, glass, and cans into the correct bins and following local recycling guidelines)
	AC 1.2 Learners must explain the benefits of reducing waste (e.g., conserving resources, reducing landfill, saving energy, and protecting wildlife)
LO2	AC 2.1 Learners must describe ways to reduce energy consumption (e.g., turning off lights and computers, using energy-efficient appliances, or closing doors and windows to keep heat in)
	AC 2.2 Learners must identify ways to save energy when leaving a room (e.g., switching off lights, turning off electrical equipment, and closing doors to retain heat)
LO3	AC 3.1 Learners must explain how individual actions affect the environment (e.g., littering pollutes land and water, wasting energy increases carbon emissions, and recycling helps conserve resources)
	AC 3.2 Learners must describe ways individuals can reduce their impact on the environment (e.g., recycling, using reusable items, walking or cycling instead of driving, and saving energy and water)
	AC 3.3 Learners must participate in activities that reduce environmental impact (e.g., taking part in litter picks, using recycling schemes, planting trees, or energy-saving initiatives at home or work)

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing sustainable working practices will benefit both the learner and the planet

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Enables learners to develop sustainable working practices will have benefits locally, nationally and internationally

Level 1

Unit Title: Sustainable Economic Development

Unit Reference Number: CBM174

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. It helps learners to explore strategies they can put into place in their own setting to benefit themselves and others.

Principles of Progression

Progression Step 4 - I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of sustainability in the workplace	1.1 Define 'sustainable development'
	1.2 Analyse the benefits of a sustainable environment
	1.3 Explain the impact non-recyclable waste has on the environment
2. Be able to conserve energy	2.1 Outline ways to conserve energy
	2.2 Outline ways energy is wasted
	2.3 Create a plan that outlines how to conserve energy and reduce waste
3. Be able to contribute to a cleaner environment	3.1 Participate in an activity that contributes to a cleaner environment
	3.2 Reflect on the activity

Indicative Content

LO1	AC 1.1 Learners must define sustainable development. (e.g., meeting current needs without harming future generations, balancing environment, economy and society) AC 1.2 Learners must analyse the benefits of a sustainable environment. (e.g., cleaner air and water, protecting wildlife, improving health and quality of life – can be specific to local or national area) AC 3.1 Learners must explain the impact non-recyclable waste has on the environment. (e.g., landfill pollution, harm to wildlife, increased pollution and waste build-up)
LO2	AC 2.1 Learners must outline ways to conserve energy. (e.g., turning off lights, using energy-efficient appliances, reducing heating use, unplugging devices) AC 2.2 Learners must outline ways energy is wasted. (e.g., leaving lights on, overusing heating, leaving appliances on standby, wasting hot water) AC 2.3 Learners must create a plan that outlines how to conserve energy and reduce waste. (e.g., recycling more, turning off appliances, reducing water use, reusing materials)
LO3	AC 3.1 Learners must participate in an activity that contributes to a cleaner environment. (e.g., litter picking, recycling activity, planting trees, classroom energy-saving campaign) AC 3.2 Learners must reflect on the activity. (e.g., what they did, what they learned, how it helped the environment, what they would do differently next time)

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing sustainable working practices will benefit both the learner and the planet

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Enables learners to develop sustainable working practices will have benefits locally, nationally and internationally

Level 2

Unit Title: Sustainable Economic Development

Unit Reference Number: CBM175

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. It helps learners to explore strategies they can put into place in their own setting to benefit themselves and others.

Principles of Progression

Progression Step 5 – I can explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of sustainability in the workplace	1.1 Analyse the benefits of a sustainable environment
	1.2 Analyse the impact of non-recyclable waste on the environment
2. Be able to conserve energy	2.1 Explain ways to conserve energy
	2.2 Analyse ways energy is wasted
3. Be able to contribute to a cleaner environment	3.1 Plan an activity that a) conserves energy b) reduces waste c) contributes to a cleaner environment
	3.2 Carry out the activity
	3.3 Evaluate the impact of the activity on a) individuals b) the environment

Indicative Content	
LO1	AC 1.1 Learners must analyse the benefits of a sustainable environment. (e.g., reduced pollution, conservation of natural resources, improved health, economic savings, protecting ecosystems and communities) AC 1.2 Learners must analyse the impact of non-recyclable waste on the environment. (e.g., landfill use, pollution, harm to wildlife, increased carbon emissions, long-term environmental damage).
LO2	AC 2.1 Learners must explain ways to conserve energy. (e.g., using energy-efficient appliances, turning off equipment when not in use, reducing heating and lighting use, insulation, renewable energy sources) AC 2.2 Learners must analyse ways energy is wasted. (e.g., leaving lights and equipment on, inefficient heating, poor insulation, overuse of electrical devices, standby power usage)
LO3	AC 3.1 Learners must plan an activity that conserves energy, reduces waste and contributes to a cleaner environment. (e.g., recycling campaign, energy-saving awareness campaign, litter pick, reducing paper use, switching off equipment initiative). AC 3.2 Learners must carry out the planned activity. (e.g., organising a litter pick, running a recycling activity, implementing an energy-saving plan, participating in a clean-up or awareness activity). AC 3.3 Learners must evaluate the impact of the activity on individuals and the environment. (e.g., changes in behaviour, reduced waste, energy saved, cleaner environment, increased awareness of sustainability).

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Developing sustainable working practices will benefit both the learner and the planet

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Enables learners to develop sustainable working practices will have benefits locally, nationally and internationally