

Jobs of the Future

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1.....	8
Entry Level 2.....	9
Entry Level 3.....	9
Level 1	10
Level 2.....	10
Unit Content	11
Entry level 1	11
Entry level 2.....	13
Entry level 3.....	17
Level 1	20
Level 2.....	23

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 ‘Jobs of the Future’ suite of units has been designed to develop Learners’ skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

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 jobs and change	Recognise different jobs	Identify different types of jobs, including new ones	Describe how jobs change over time	Describe factors influencing job change	Explain and analyse trends influencing future jobs
Future jobs and roles	Recognise that new jobs exist	Identify examples of new or changing jobs	Describe examples of future jobs	Describe jobs linked to future trends	Analyse emerging jobs and why they are developing
Skills for future employment	Identify simple skills used in jobs	Identify skills needed for future jobs	Describe skills and explain why they are important	Describe skills and how they can be developed	Analyse and evaluate skills and development pathways
Exploring job opportunities	Explore jobs through activities	Match skills to jobs and explore options	Explore a job and gather information	Select and explore a job linked to trends	Select, justify, and analyse a future job choice
Preparing for future employment	Share an idea about a job	Identify own skills and areas to improve	Identify actions to prepare for jobs	Outline steps to prepare for a job	Produce and evaluate a structured preparation plan
Reflection and decision making	Express simple preferences	Describe a job of interest	Present information about a job	Reflect on strengths and development needs	Evaluate readiness and suggest improvements

Cognitive demand	Recognise / identify / explore	Identify / match / describe	Describe / explain / present	Describe / explain / plan / reflect	Analyse / evaluate / justify
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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 that staff delivering and assessing this unit are suitably qualified and experienced.

Delivery staff must:

- have knowledge and understanding of changing job markets, 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 exploration activities related to jobs of the future
- 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.

As a minimum, this must include:

Learning Environment

- a safe and inclusive learning environment that supports discussion, exploration, and reflection on future job opportunities

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support exploration of future jobs and skills
- scenario-based materials and case studies to explore changing job roles and future employment trends
- 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 showing emerging job roles
- simple labour market or trend summaries (non-localised to avoid overlap with other units)
- 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. 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 Jobs of the Future at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Sorting	Learners match familiar jobs to images or labels.
Identification Task	Learners identify different jobs from pictures or prompts.
Selection Task	Learners identify jobs that are new or different.
Matching Task	Learners match simple skills to jobs (e.g., helping, building).
Practical Activity	Learners take part in activities exploring jobs (e.g., role play, sorting).
Verbal / Pointing Response	Learners share a job they are interested in.

Entry Level 2

Assessment of Jobs of the Future at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify different types of jobs, including newer roles.
Sorting Task	Learners group jobs by type (e.g., technology, environment).
Matching Task	Learners match skills to different jobs.
Practical Activity	Learners take part in structured activities exploring jobs (e.g., role play, simple research).
Short Verbal / Written Task	Learners describe a job of interest and what it involves.
Reflection Task	Learners identify their own skills and areas to improve.

Entry Level 3

Assessment of Jobs of the Future at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners identify different types of jobs, including newer roles.
Sorting Task	Learners group jobs by type (e.g., technology, environment).
Matching Task	Learners match skills to different jobs.
Practical Activity	Learners take part in structured activities exploring jobs (e.g., role play, simple research).
Short Verbal / Written Task	Learners describe a job of interest and what it involves.
Reflection Task	Learners identify their own skills and areas to improve.

Level 1

Assessment of Jobs of the Future at Level 1 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Learners describe factors influencing job changes.
Research Task	Learners identify and describe future job roles.
Explanation Task	Learners describe skills needed and how to develop them.
Structured Task	Learners select a job linked to future trends.
Written Task	Learners describe job requirements (skills, qualifications).
Planning Task	Learners outline steps to prepare for the job.
Reflection Task	Learners describe strengths and areas for development.

Level 2

Assessment of Jobs of the Future at Level 2 should include:

Assessment Type	Examples of Tasks
Explanation Task	Learners explain trends influencing future jobs.
Analytical Task	Learners analyse examples of emerging jobs.
Research Task	Learners analyse skills needed for future employment.
Evaluation Task	Learners evaluate ways to develop skills.
Justification Task	Learners justify their choice of future job.
Analytical Task	Learners analyse job requirements.
Planning Task	Learners produce a structured preparation plan.
Evaluation Task	Learners evaluate strengths, gaps, and actions for improvement.

Unit Content

Entry level 1

Unit Title: Jobs of the Future

Unit Reference Number: CBM181

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

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 that jobs can change over time	1.1 Identify different jobs people do
	1.2 Identify jobs that are new or different
2. Know simple skills needed for jobs	2.1 Identify skills used in jobs
	2.2 Identify skills they have
3. Be able to explore future job ideas	3.1 Explore different future jobs
	3.2 Identify a job they would like in the future

Indicative Content

LO1 AC 1.1 Learners must identify at least two familiar jobs, e.g.,

- teacher
- builder
- shop worker.

AC 1.2 Learners must identify at least two examples of newer or less familiar jobs, e.g.,

- working with computers, robots or technology
- working in sustainability.

LO2 AC 2.1 Learners must identify at least three skills e.g.,

- helping
- using hands
- talking
- using computers.

AC 2.2 Learners must identify at least two of their own skills e.g.,

- being helpful
- listening
- counting
- being creative
- good at drawing or building.

LO3 AC 3.1 Learners participate in activities to explore future jobs e.g., matching, role play, or sorting jobs.

AC 3.2 Learners identify at least one job they are interested in.

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	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to consider and imagine new jobs for the future and where they may be locally, nationally and internationally.

Entry Level 2

Unit Title: Jobs of the Future

Unit Reference Number: CBM182

Level: Entry Level Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

Principles of Progression

Progression step 2 - I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know that jobs change and new jobs are created	1.1 Identify different types of jobs
	1.2 Identify examples of new or changing jobs
2. Know skills needed for future jobs	2.1 Identify skills used in future jobs
	2.2 Identify own skills and areas to improve
3. Be able to explore future job opportunities	3.1 Match skills to future jobs
	3.2 Outline a job they are interested in

Indicative Content

LO1 AC 1.1 Learners must identify at least two different jobs.

AC 1.2 Learners must identify at least two examples of new or changing jobs e.g.,

- technology
- environment
- online/ home working
- entrepreneurialism/ self-employment
- social media.

LO2 AC 2.1 Learners must identify at least two skills linked to the newer or changing jobs, e.g.,

- using technology
- problem-solving
- creativity
- long working/ self-motivation
- social media
- self-employment skills.

AC 2.2 Learners must identify at least two strengths and at least two areas for development.

LO3 AC 3.1 Learners must match skills to different job types, including newer roles. They must cover at least three different job types.

AC 3.2 Learners must outline a job they are interested in and what it involves.

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	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to consider and imagine new jobs for the future and where they may be locally, nationally and internationally.

Entry Level 3

Unit Title: Jobs of the Future

Unit Reference Number: CBM183

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

Principles of Progression

I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how jobs change over time	1.1 Describe how jobs have changed
	1.2 Outline examples of future jobs
2. Understand skills needed for future employment	2.1 Describe skills needed for future employment
	2.2 Explain why these skills are important
3. Understand future job options	3.1 Identify actions to prepare for future jobs
	3.2 Present information about a future job of interest

Indicative Content

LO1 AC 1.1 Learners must describe at least two examples of how jobs have changed e.g.,

- more use of technology
- new types of jobs e.g., social media influencer
- changing working patterns e.g., remote/ home working.

AC 1.2 Learners must outline at least two examples of future job roles e.g.,

- green jobs
- digital jobs,
- creative or technical roles.

LO2 AC 2.1 Learners must describe at least three key employability skills that link to future employment e.g.,

- digital skills
- communication
- adaptability
- teamwork.

AC 2.2 Learners must explain why skills are needed e.g.,

- technology changes
- working with others
- solving problems
- working remotely/ at home.

LO3 AC 3.1 Learners must identify at least two actions to help them prepare for future jobs e.g.,

- learning new skills
- training
- practice
- qualifications
- work experience.

AC 3.2 Learners must present information about one future job that they are interested in including what it involves and skills needed. Learners must present basic information e.g., poster, talk or simple digital output.

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	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to consider and imagine new jobs for the future and where they may be locally, nationally and internationally.

Level 1

Unit Title: Jobs of the Future

Unit Reference Number: CBM184

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

Principles of Progression

Progression step 4- I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how changes influence jobs	1.1 Describe factors that influence job changes
	1.2 Describe examples of jobs of the future
2. Understand skills for future employment	2.1 Describe skills needed for future jobs
	2.2 Describe ways to develop these skills
3. Understand a future job pathway	3.1 Describe requirements of a job of interest
	3.2 Outline steps to prepare
4. Be able to reflect on future job readiness	4.1 Describe own strengths linked to the job
	4.2 Identify own areas for development

Indicative Content

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

- automation
- technology
- environmental needs
- new industries
- global trends
- funding changes.

AC 1.2 Learners must describe roles linked to these changes e.g., roles within:

- renewable energy
- digital content
- health technologies
- construction/ infrastructure projects.

LO2 AC 2.1 Learners must describe at least three key employability skills e.g.,

- digital
- problem-solving
- teamwork
- adaptability.

AC 2.2 Learners must describe ways to develop each of the skills described under AC 2.1 e.g.,

- education and training
- work experience
- informal learning.

Indicative Content

L03	AC 3.1 Learners must select a job linked to future trends and describe requirements e.g., • skills • training • qualifications • experience. AC 3.2 Learners must outline practical and realistic steps they could take to prepare for the job e.g., • subjects to study • courses • skills development • work experience.
L04	AC 4.1 Learners must describe at least three of their strengths linked to the job. AC 4.2 Learners must identify at least three skills or knowledge areas to improve linked to the job.

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	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes

Theme	Rationale
Local, national and international contexts	Enables learners to consider and imagine new jobs for the future and where they may be locally, nationally and internationally.

Level 2

Unit Title: Jobs of the Future

Unit Reference Number: CBM185

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' skills to identify jobs of the future, changes to job markets and the key actions to be undertaken for employability, including further study and qualifications.

Principles of Progression

Progression step 5- I can explain the importance of the role played by groups, governments, businesses and non-governmental organisations in the creation of a sustainable future, and how they impact on people and their rights and on the environment.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand trends influencing jobs of the future	1.1 Explain how local, national, and global trends influence jobs
	1.2 Analyse examples of future jobs
2. Understand skills and pathways for future jobs	2.1 Analyse skills needed for future employment
	2.2 Evaluate ways to develop these skills
3. Be able to plan for a future job	3.1 Select and justify a job linked to future trends
	3.2 Describe requirements for the job
	3.3 Evaluate strengths and gaps
	3.4 Produce a plan to improve readiness for a future job

Indicative Content

LO1 AC 1.1 Learners must explain key trends, including local, national and international examples, and how they shape job roles e.g.,

- technological developments
- local or national sustainability goals
- globalisation.

AC 1.2 Learners must analyse at least two different future job roles, including how and why they are emerging.

LO2 AC 2.1 Learners must analyse at least four key skills and why they are needed e.g.,

- digital literacy
- adaptability
- critical thinking
- communication
- self-motivation.

AC 2.2 Learners evaluate ways to develop these skills e.g., education, vocational training, apprenticeships, online learning.

L03 AC 3.1 Learners must select a job and justify why it is relevant to future trends and their interests.

AC 3.2 Learners must analyse skills, qualifications and experience needed for the job identified in AC 3.1.

AC 3.3 Learners must evaluate their current position, including strengths and areas for development.

AC 3.4 Learners produce a realistic and structured plan, including learning, qualifications and experience.

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	Enables learners to consider future sustainable career options.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Enables learners to consider and imagine new jobs for the future and where they may be locally, nationally and internationally.