

Wellbeing and work

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Wellbeing and work
Suite	Skills for Work
Unit Codes	S667E1 S667E2 S667E3 S667L1 S667L2
GLH	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.
Unit Summary	This unit helps learners understand what wellbeing at work means and why it matters. It helps them strengthen resilience, communication, and collaboration in real workplace contexts. At Entry level, learners explore what wellbeing means and simple ways it can be supported through kindness, teamwork, and positive relationships. Basic ideas about managing workload, maintaining work-life balance, and recognising common workplace problems are covered. Learners practise asking for help and supporting others, building confidence and self-awareness in a work setting. At Levels 1 and 2 learners deepen their understanding of wellbeing and its impact on productivity and meaningful work. They explore the four elements of wellbeing, how workplaces can support or harm wellbeing, and the effects of poor wellbeing. Skills are developed in managing workload, stress, work-life balance, building positive working relationships, and resolving conflicts calmly. Learners examine common workplace problems, support systems, and practical strategies to maintain wellbeing.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and Well-Being statements of what matters: <i>our decision-making impacts on the quality of our lives and the lives of others</i> and <i>healthy relationships are fundamental to our well-being</i>. When exploring this unit, learners will understand how their decisions and actions within the workplace will impact themselves and others. Learners will also understand and value how building positive relationships with colleagues promotes feelings of belonging and connection with others in the workplace. Learners will recognise when to seek support for themselves and others and will see how healthy relationships are vital for a healthy body and mind, allowing them to thrive in their careers. Integral and cross curricular skills: Learners will have opportunities to develop their literacy skills, enabling them to use a range of discipline-specific vocabulary to express their answers, using speaking and listening skills to respond effectively and present

work in writing where appropriate. Learners will explain and give reasons for their answers and begin to use different sources of information to develop their knowledge and understanding. Learners will use their reading skills when reading case studies and scenarios. They will develop their personal effectiveness skills, becoming more aware of the need for positive relationships between colleagues through improved emotional intelligence.

Cross cutting themes: Careers and work-related experiences are promoted as learners develop essential skills needed for the workforce, such as developing resilience and learning from experience, encouraging them to adapt to a range of people and scenarios. They will be encouraged to adapt, learn from setbacks and demonstrate perseverance. This unit promotes diversity through opportunities to broaden awareness and understanding of the attitudes and points of view of others. Learners will explore and express their own feelings and develop an insight into the experiences of others. Relationships and Sexuality Education (RSE) is supported through opportunities to explore, articulate and reflect on own feelings and viewpoints, developing the emotional literacy and self-awareness needed for the workplace.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know what wellbeing means in a workplace	E1 1.1 Show what wellbeing means, from a set of examples. E1 1.2 Show two ways that someone can have positive wellbeing at work, from a set of examples. E1 1.3 Show two reasons why wellbeing at work is important, from a set of examples.	E2 1.1 Give a statement about what wellbeing means at work. E2 1.2 Give one example of something that supports wellbeing in a workplace. E2 1.3 Give two reasons why wellbeing in work is important. E2 1.4 Point out one way people can help each other at work.	E3 1.1 Describe what workplace wellbeing means. E3 1.2 Give two examples of how to support wellbeing in a workplace. E3 1.3 Give two examples of why wellbeing in work is important. E3 1.4 Reflect on how you would support your friends' wellbeing at work.
LO2 Know ways to manage workload and keep a healthy work–life balance	E1 2.1 Say what is meant by workload. E1 2.2 Say what is meant by work–life balance. E1 2.3 Show one way to have a healthy work-life balance, from a set of examples.	E2 2.1 Describe what is meant by workload, with an example. E2 2.2 Describe what is meant by work-life balance, with an example. E2 2.3 Give one way in which you could have a healthy work-life balance.	E3 2.1 Describe what your workload might be. E3 2.2 Describe what your work–life balance might look like. E3 2.3 State two ways to manage workload and protect wellbeing E3 2.4 Explain why work–life balance is important.

LO3 Understand how to build and keep positive working relationships	E1 3.1 Show what is meant by having a positive working relationship, from a set of examples. E1 3.2 Show two ways having a positive working relationship makes people feel, from a set of examples. E1 3.3 Show one way to be kind at work, from a set of examples. E1 3.4 Say one reason why it is good to be kind to others at work.	E2 3.1 Give a statement about what is meant by having a positive working relationship. E2 3.2 Give a statement to show two ways having a positive working relationship makes people feel. E2 3.3 Select two ways you could build a good relationship at work. E2 3.4 Give two reasons why we feel good when we are supported at work.	E3 3.1 Describe what a positive working relationship looks like. E3 3.2 Give a description of how you feel when you have a positive working relationship with others. E3 3.3 Demonstrate (with actions and words) at least two examples of how to build or keep good relationships at work. E3 3.4 Explain why solving problems calmly helps people feel connected at work.
LO4 Understand how to deal with common work-related problems and ask for help	E1 4.1 Show (from a set of examples or role play) one problem someone might have at work. E1 4.2 Point out one way to ask for help. E1 4.3 Identify a person at work who can provide help, from a set of examples.	E2 4.1 Give a statement about a common problem someone may have at work. E2 4.2 Present an example of someone asking for help at work. E2 4.3 Identify two appropriate sources of help in the workplace.	E3 4.1 Describe a common workplace problem. E3 4.2 Demonstrate (with actions and words) two ways to deal with a problem or ask for support. E3 4.3 Explain the importance of seeking help early to prevent problems escalating.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know what wellbeing at work means and why it is important	L1 1.1 Describe the four elements of wellbeing, according to the World Health Organisation (WHO). L1 1.2 Describe at least two examples of working conditions that support wellbeing. L1 1.3 Describe what may happen to a person if their wellbeing is not supported, giving at least two examples. L1 1.4 Outline why wellbeing is important in the workplace.	L2 1.1 Explain how wellbeing contributes to productive and meaningful work. L2 1.2 Analyse two ways a workplace can support wellbeing and two ways it may negatively affect wellbeing. L2 1.3 Outline a simple wellbeing initiative that supports each of the four elements of wellbeing outlined in the WHO definition. L2 1.4 Evaluate why promoting wellbeing benefits both employees and employers.
LO2 Know how to manage workload and maintain a healthy work-life balance	L1 2.1 Describe at least two signs of poor work-life balance. L1 2.2 Identify at least two benefits of maintaining a healthy work-life balance. L1 2.3 Give two examples of how someone can manage their time or workload effectively. L1 2.4 Outline why managing workload is important for wellbeing.	L2 2.1 Explain how work-life balance affects wellbeing and performance. L2 2.2 Describe at least three strategies for managing workload or reducing stress at work. L2 2.3 Discuss ways in which employers and employees can work together to promote work-life balance (at least two for each). L2 2.4 Assess the potential consequences of long-term poor workload management.

LO3 Understand how to build and maintain positive working relationships	L1 3.1. Outline why positive working relationships are so important. L1 3.2 Describe two ways to build a healthy working relationship. L1 3.3 Give at least two examples of how to respond to a disagreement at work. L1 3.4 Identify behaviours that demonstrate respect and professionalism at work.	L2 3.1 Explain the impact of positive working relationships on teamwork and productivity. L2 3.2 Describe effective communication strategies for building professional relationships. L2 3.3 Demonstrate at least two ways to manage a disagreement constructively. L2 3.4 Analyse how poor workplace relationships can affect wellbeing and performance.
LO4 Understand how to deal with common work-related problems and ask for support	L1 4.1 Describe at least two common problems someone might face at work. L1 4.2 Demonstrate how to ask for support appropriately in a workplace situation. L1 4.3 Identify at least three possible sources of support in the workplace. L1 4.4 Outline why having support at work is important.	L2 4.1 Explain how a common work-related problem might affect someone's wellbeing and performance. L2.4.2 Describe appropriate steps to take when seeking support in a workplace situation. L2.4.3 Demonstrate how to offer appropriate support to a colleague. L2 4.4 Evaluate the importance of a strong support system for both employees and employers.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners. Closely related units that might be delivered alongside Wellbeing in work include Customer service, Fairness and inclusion in the workplace, Rights and responsibilities in the workplace, Understanding the changing labour market, and Working in Wales. These units complement each other by developing learners' knowledge of working practices, job availability and the skills and behaviours required in the workplace, all within the context of working in Wales. For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are providing with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Learners should know: • wellbeing means feeling good and coping well – physically, mentally, emotionally, and socially • some jobs can be stressful, so wellbeing matters • at work, positive wellbeing includes, but is not limited to: • feeling safe and respected • feeling calm • having clear tasks and support • feeling part of a team • having time to rest and recover • being treated fairly • having wellbeing at work is important because it: • helps people stay focused • helps people feel confident • helps people work well together • helps people be happy • helps people do their best.

	At Entry Level 2, learners should know: - everyone can do small things to look after their wellbeing and support others, including, but not limited to: - taking regular breaks - talking to other - helping each other - going for a walk at lunchtime. At Level 1 and 2, learners should know: - wellbeing at work means feeling safe, supported, and able to manage your health (mentally, emotionally, and physically) while doing your job - according to the World Health Organization (WHO), wellbeing includes, but is not limited to: - recognising your strengths and abilities - managing the normal stresses of life - working productively and fruitfully - making a positive contribution to your community - in the workplace, this might look like: - feeling confident in your skills and being encouraged to develop them - being able to cope with pressure, meet deadlines, and ask for help when needed - feeling useful and knowing that your work matters - being part of a team and helping others succeed too - when wellbeing is supported at work, people are more likely to enjoy what they do, feel motivated, and stay healthy - when wellbeing is ignored or harmed, people might feel tired, unmotivated, anxious, or unsupported, which affects both them and their workplace. At Level 2, learners should: - explain how wellbeing enables people to recognise their strengths and perform well at work - understand the impact of stress, poor communication, or low confidence on wellbeing - explore how contributing to a team or community supports a sense of purpose and wellbeing
LO2	Learners should know: - workload means the amount of work someone must do - when there's too much work or not enough time, it can cause stress - work–life balance means having time for work and time to rest, relax, and do things you enjoy - looking after your energy and time helps you stay focused and feel better - small actions can help, including but not limited to: - taking short breaks - writing a to-do list - asking for help - saying when you're too busy - having something enjoyable to look forward to after work.

	At Entry Level 3, learners should know: • a healthy balance helps people feel more in control and less overwhelmed • too much work without rest can cause stress or tiredness • having time for yourself is part of staying well. At Level 1 and 2 learners should know: • workload means the amount of work a person is expected to do • when it's too much or unclear, it can lead to stress, tiredness, and mistakes • a healthy work–life balance means having enough time and energy for work, rest, relationships, and other parts of life that matter to you • managing workload and balance helps people: • reduce stress and feel more in control • recognise their needs and limits • work productively without burnout • contribute positively at work and at home • simple strategies for managing balance include, but are not limited to: • prioritising tasks • taking regular breaks • planning time for rest and activities you enjoy • asking for help when work feels overwhelming • respecting others' boundaries and needs • a healthy balance supports wellbeing and productivity, which are key elements of the WHO's definition. Level 2 learners should know: • how employers and employees can work together to promote balance.
LO3	At all levels, learners should understand: • a positive working relationship means working well with others in a way that is respectful, fair, and kind • everyone deserves to feel safe, included, and supported at work • positive relationships help people: • feel more confident • feel supported • enjoy their work • manage challenges together • you can build good relationships by: • saying hello and using kind words • listening to others without interrupting • sharing tasks and helping when needed • being honest and respectful • saying sorry if you make a mistake • respecting differences in culture, background, and opinion

- if we feel connected and supported, we're more likely to:
 - stay motivated
 - feel good about ourselves
 - feel good about our work.
 - work better.

At Entry Level 3, learner should understand:

- solving problems calmly helps keep relationships strong.

At Level 1 and 2, learners should understand:

- positive relationships at work support wellbeing by helping people feel:
 - safe, respected, and valued
 - comfortable asking questions or offering ideas
 - motivated to do their best
 - confident in their strengths
 - able to cope with daily challenges
 - able to work well with others
 - able to contribute to a positive team or community
- strong working relationships are built on:
 - trust – following through on what you say
 - respect – listening and accepting differences
 - kindness – being supportive and fair
 - clear communication – saying what you mean calmly and clearly
- challenges may happen (such as disagreements or misunderstandings), but these can be handled by:
 - listening without interrupting
 - being honest about your feelings
 - knowing when to ask for help.

LO4

At all levels, learners should understand:

- sometimes problems happen at work. These can include, but are not limited to:
 - feeling stressed or tired
 - not understanding what to do
 - disagreements with other people
 - feeling like you have too much to do
 - being unsure how to ask for help
- you can deal with small problems by:
 - taking a short break
 - asking someone to explain again
 - talking calmly to the person involved
 - making a list of tasks or asking for extra time
- if a problem feels too big to deal with alone:
 - you can talk to someone you trust (like a manager, team leader, teacher, or key worker)
 - you can say how you feel and ask for help
- everyone needs support sometimes.

At Levels 1 and 2, learners should understand:

- everyone faces challenges at work sometimes. These might include, but are not limited to:
 - feeling overwhelmed
 - being treated unfairly
 - worrying about making mistakes
- small problems can often be solved by:
 - asking for help early
 - talking to a colleague
 - reflecting on what went wrong and what could be done differently
- asking for help shows strength, self-awareness, and responsibility. Support can come from:
 - managers, team leaders, HR staff
 - colleagues, mentors, or support networks
 - external services (such as employee helplines or unions)
- responding positively to a colleague's request for support is part of building a safe, healthy workplace. This helps us:
 - manage stress
 - build stronger teams
 - contribute to a positive workplace culture
 - develop resilience and confidence.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- the reasons balance between work and life is important
- kindness in the workplace and what that might look like
- why good relationships in the workplace are important
- different examples of a common problem at work.
- match pictures of people working with emotions (such as happy, calm, stressed)
- sort cards into 'supports wellbeing' vs. 'doesn't support wellbeing'
- match picture cards (such as stressed worker, confused worker) to possible solutions (such as ask for help, take a break).
- learners identify respectful behaviours in short scenarios (such as sharing tasks, listening). Learners then state one reason these behaviours matter.
- write or draw two examples of workplace wellbeing strategies
- learners complete sentence starters like "*Wellbeing at work means...*". Choose an example card of a workplace action (such as taking a break, helping a colleague) and say how it supports wellbeing
- create a simple "healthy balance" daily schedule (include work/school, rest, fun).
- create a poster of "top tips for working well with others"
- write or say two ways to solve a workplace problem. Reflect in a short journal entry: "*When I asked for help, it made me feel...*"

- a workplace scenario where someone is overwhelmed and practise suggesting two strategies (such as take a break, ask for help)
- greetings (such as saying hello politely) to reinforce building and creating positive relationships
- asking a supervisor for help when stuck.

The following activities would be suitable for use with Level 1 and 2 learners:

- learners discuss signs of stress and overwhelm at work then create a simple 'to-do' list and highlight when to take breaks.
- learners write a short reflection on a real or fictional work-related challenge: explain how the problem affected wellbeing, and describe two strategies (asking for help, planning, self-care) to respond.
- create a role-play showing two respectful workplace behaviours (listening, helping). Reflect in pairs why this helps at work.
- create a role-play asking for help in different scenarios (such as not understanding instructions, feeling overwhelmed). Record or reflect on what helped.
- learners complete a wellbeing 'mind map' with examples of physical, mental, and social wellbeing at work. Write a short paragraph: *"Wellbeing helps people at work because..."*
- design a mini 'workplace wellbeing charter' that includes WHO's 4 strands (strengths, coping, productivity, contribution). Learners explain how each point supports wellbeing.
- learners read a short scenario about someone with poor work-life balance or facing unfair treatment at work, then explain the impact and suggest two strategies to help. Learners could present solutions in a group discussion or poster.
- learners analyse a case study about a workplace conflict. They explain why positive relationships are important, then suggest and present strategies for resolving the issue (such as calm communication, support).

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- teacher observation notes (group discussion, one-to-one discussion, role-play)
- completed worksheet
- annotated case studies/scenarios
- recording of practical demonstrations of evidence
- peer discussion notes
- completed sorting/matching activity
- annotated photographic evidence of sorting/matching activity
- recording of practical demonstrations of evidence, such as role-plays or discussions
- case study sheets
- posters
- reflection journals.

Experiences

To provide a real-world context you could:

- ask a representative from a local mental health organisation to visit, to discuss strategies for facilitating positive relationships at work
- arrange a talk from a HR officer to discuss the importance of wellbeing, including real-life stories of how companies support their staff
- visit local businesses to see workplace wellbeing strategies in action.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

NHS – Five Steps to Mental Wellbeing	Practical tips for everyday wellbeing: connect with others, be active, keep learning, give to others, and be mindful. To find out more, go to: 5 steps to mental wellbeing – NHS
Mind (UK Mental Health Charity)	Guidance on wellbeing at work, stress management, and resilience. Case studies and resources on how to talk about mental health in the workplace. To find out more, go to: We're Mind, the mental health charity Mind
ACAS (Advisory, Conciliation and Arbitration Service)	Information on managing workload, communication, and resolving workplace conflicts. Easy-to-use guides for young people about rights and responsibilities in work settings. To find out more, go to: ACAS Advice for Business Owners – Employer Advice
YoungMinds	Focused on young people's mental health, with practical tools for managing stress and seeking support. To find out more, go to: YoungMinds Mental Health Charity for Children and Young People YoungMinds
Spectrum	Offers bilingual information available to download on a range of topics, including healthy relationships, stereotyping and VAWDASV issues. To find out more, go to: Tools for Schools - Spectrum – Sbectrwm

Careers Wales	The definitive national service for careers information, advice, and guidance in Wales. Offers bilingual resources, quizzes, and case studies, allowing learners to explore career sectors, job roles, educational pathways (including apprenticeships, university, and further education), and offers tools for self-assessment of skills, interests, and goal setting. To find out more, go to: https://careerswales.gov.wales
Hwb	Provides bilingual curriculum-aligned materials related to career development and understanding different vocational and academic routes. Promotes respect, well-being and digital citizenship, and how to challenge discrimination and understand diversity. Supports research into pathways, understanding future opportunities, and linking learning to careers. To find out more, go to: https://hwb.gov.wales
The Sustainability Academy	Promotes fairness and inclusion in the workplace by building understanding, skills, and behaviours that create a more equitable, respectful, and inclusive working environment. It helps staff understand unconscious bias, inclusive behaviours, and fair decision making, ensuring they feel confident talking about fairness, inclusion, and sensitive issues respectfully. To find out more go to: The Sustainability Academy Training for the Sustainable Development Goals

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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