

Understanding the changing labour market

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.

The pack is structured as follows:

Unit overview	3
Entry Level Learning Outcomes and Assessment Criteria	5
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	6
Delivery guidance	7
Planning courses	7
Amplification of Learning Outcomes	7
Suggested activities.....	9
Sources of evidence	10
Experiences.....	10
Resources and organisations	11
Resources required for delivery	11
Resources available to support delivery	11
Resources required for assessment.....	11

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	Understanding the changing labour market
Suite	Skills for Work
Unit Codes	S665E1 S665E2 S665E3 S665L1 S665L2
GLH	20
Unit Aim	To develop Learners' understanding of what affects the labour market, including supply and demand, technological development, and local and national education and economic initiatives, and develop the skills to adapt to outside factors when looking at career options.
Unit Summary	In this unit, learners will learn the importance of understanding the labour market around them. Across all levels, the focus is on developing career management skills and identifying the skills employers need now and in the future. Learners will understand how key transferable skills can help them successfully manage their potential careers and adapt to outside factors, with particular attention to developments in Wales. At Entry Levels, learners develop basic awareness of what the labour market is, different job roles and sectors, and how jobs change over time. They recognise factors influencing change, identify future skills, and practise simple job research, with increasing independence and detail at each level. At Levels 1 and 2, learners develop deeper understanding by defining and explaining the labour market, researching jobs and career pathways by using labour market information, and understanding why and how the labour market is changing. At Level 2, learners also evaluate the reliability and bias of information.
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>. When exploring this unit, learners will begin to understand how the changing labour market impacts them, both now and in the future. They will develop critical thinking skills to help them develop within the workplace and understand how to prepare for their future career pathways. 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 evaluating, researching and considering different sources of information for bias and accuracy. At Level 2, learners will develop their critical thinking and problem-solving skills, supporting them to critically evaluate sources of labour market information for bias issues. Learners will develop their digital competency skills, finding and evaluating sources of labour market information, primarily online.

Cross cutting themes: This unit promotes careers and work-related experiences as learners will understand how the changing labour market enables them to explore career pathways and make informed decisions about their future career choices. Local, national and international contexts are explored, and learners will understand how the changing labour market promotes consideration of local, national and international factors and influences.

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 the labour market is	E1 1.1 Show what the labour market is, from a set of examples. E1 1.2 Match two jobs to places of work.	E2 1.1 Say what the labour market is. E2 1.2 Recognise what two different jobs involve. E2 1.3 Identify at least one resource you could use to research a job.	E3 1.1 Give a description of the labour market. E3 1.2 Give a description of one job sector or industry, using examples of specific job roles within that sector. E3 1.3 Demonstrate how you would research a job.
LO2 Know about key changes to the labour market	E1 2.1 Show two factors that are changing the labour market, from a set of examples. E1 2.2 Name a skill you may need to learn to get a job in the future.	E2 2.1 Give two examples of a factor that is changing the labour market. E2 2.2 Give a statement about a skill you may need to learn to get a job in the future.	E3 2.1 Give a description of two factors that are changing the labour market. E3 2.2 Give two examples of what you will do to make sure you get a job in the future.
LO3 Understand how to prepare for future changes to the labour market	E1 3.1 Show two jobs from the past that don't exist now, from a set of examples. E1 3.2 Point out at least two skills that could help you prepare for a job in the future.	E2 3.1 Recognise two ways that jobs have changed over time. E2 3.2 Select at least two skills that will help you prepare for a job.	E3 3.1 Describe two jobs and how they have changed over time. E3 3.2 State at least two skills you can use to prepare for the future.

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 Understand what the labour market is and how it is changing	L1 1.1 Define what the labour market is. L1 1.2 Give an example of at least two jobs that you are interested in. L1 1.3 Identify one key reason that the labour market is changing.	L2 1.1 Explain what the labour market is. L2 1.2 Describe at least two jobs that you are interested in, with reasons for your answers. L2 1.3 Discuss how the labour market is changing, with reference to at least two specific examples.
LO2 Be able to identify, research and use labour market information	L1 2.1 Outline what labour market information is. L1 2.2 Describe how labour market information can be used to explore future career pathways.	L2 2.1 Define what labour market information is. L2 2.2 Explain how labour market information can be used to explore future career pathways. L2 2.3 Evaluate samples of labour market information and comment on bias, accuracy and reliability.
LO3 Be able to manage own career development to prepare for future world of work	L1 3.1 Demonstrate career development skills that will help you prepare for the future world of work. L1 3.2 Give examples of skills that employers will want in the future.	L2 3.1 Illustrate career development strategies to help navigate the future world of work. L2 3.2 Compare skills that employers want now with skills employers will want in the future.

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 Understanding the changing labour market include Fairness and inclusion in the workplace, Customer service, Rights and responsibilities in the workplace, and Wellbeing in work. 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 provided 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 what the labour market is; people who need work meet with people who need workers (the supply and demand of jobs) • explore different jobs, different job sectors and employers. At Entry Level 2 and 3, learners should know: • how to use labour market information to research jobs and industries of interest.
LO2	At all levels, learners should know about: • changes in the labour market including, but not limited to: • the role of technology and artificial intelligence – how computers are changing nature of work by automating work and improving processes • climate change - how concern for the future and sustainability is changing some job sectors and creating new jobs • remote work – more people are working at home for some of the time as this costs a company less money • skills you may need to help you get a job in the future.

	Level 1 and 2 learners should: • know what labour market information is – information, data and statistics about the supply and demand of jobs, and current and future labour market trends • know how labour market information can be used to explore career pathways • recognise key factors influencing the labour market, including but not limited to: • the rise of technology and artificial intelligence - computers are changing nature of work by automating work and improving processes • climate change - how concern for the future and sustainability is changing some job sectors and creating new jobs • flexible working patterns – for example, the expectation of being able to work from home or work condensed hours • aging workforce – people are living longer and continuing to work past previous retirement ages. Level 2 learners should: • know that labour market information must be: • unbiased – not created with an ulterior motive. Biased labour market information could include job advertisements which highlight only the positive aspects of a role, whilst downplaying or not mentioning disadvantages, using skewed or out-of-date statistical data, or under-representation of certain demographics • accurate – should be factually correct • reliable – should help the user to make informed decisions • compare different sources of labour market information to explore issues with bias, accuracy and reliability.
LO3	At all levels, learners should: • recognise that jobs change over time and why this happens. For example: • some jobs no longer exist, such as ‘knocker-uppers’ (a person employed to wake workers by knocking on their windows) and ice cutters (a person that collected and stored ice from frozen waterways to sell) • some jobs are slowly ‘dying out’, such as milkmen and typists • some jobs have changed, such as musicians (technology means that you don’t even have to play an instrument) and journalists (facts and stories can be googled and researched online, instead of in libraries or using paper data sources). • understand the importance of transferable skills to navigate future change, especially: • lifelong learning – need to gain new skills and learn new technologies

	- digital competence – proficiency in basic workplace technological systems and know what artificial intelligence is - adaptability – able to apply existing skills to new roles and environments. At Level 1 and 2, learners should understand: - developing skills needed for future careers, including but not limited to: - being flexible – able to move to new roles and sectors and take new opportunities - self-awareness and reflection – identifying skills, strengths and interests - how to research the labour market and stay on top of trends. - skills employers want now and what they might want in the future – for example, growing importance of digital competence and life-long learning for future world of work.
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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

- Learners sort and match job titles to the correct sector.
- Tutors could facilitate a discussion about jobs and the world of work, encouraging learners to identify different jobs they are aware of or have heard about.
- Tutors could facilitate a discussion about the changing labour market. They could share a job profile or video description of a job that has rapidly declined over recent years, for example an industrial job like coal mining. From here, the tutor could encourage learners to discuss why and how a job like this is no longer needed and how the labour market has changed.
- Tutors can facilitate a discussion about the skills needed for future roles.
- Learners could be tasked with a specific job to research using online reputable sources. This could also be done within small groups.
- Learners could research skills needed to manage their future career, including learning new skills and new technologies. Learners can be encouraged to reflect on how this was done in the past.

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

- Learners could participate in a discussion about jobs and the world of work, identifying various jobs they are aware of or have heard about.
- Learners could research specific jobs or sectors, whether alone or within small groups.
- Learners could research a specific skill likely to be in high demand in the future.
- Learners could produce a job profile based on their research into a specific job.

- Scenarios/Case Studies:
 - Learners could be provided with a scenario which demonstrates how the labour market can change due to external influences, for example remote working during COVID-19. They could be asked to reflect on this and identify reasons why jobs and the labour market change.
 - Learners could be presented with a series of jobs and asked to rank them in chronological order, for example social media manager, chimney sweep, typist, AI programmer and farmer. From here, the tutor can facilitate a discussion about each job and how wider changes impacts these jobs, for example technological advancement.
 - At Levels 1 and 2, learners could be asked to rank a range of labour market information sources in order of reliability, for example a reputable online job profile, a conversation with someone doing that job and a 'Day in the Life' video on TikTok. Learners should be encouraged to reflect on potential bias and reliability when presented with different sources of labour market information.
 - Learners could be encouraged to think about how they will develop the skills required for their future and could be asked to create action plans or career development plans which will help develop those skills.

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:

- completed matching worksheet or card sort
- teacher observation notes (group discussion, one-to-one discussion, role-play).
- annotated photographic evidence of matching or sorting activity
- completed worksheet.
- source log of resources and research notes
- annotated case studies
- recording of practical demonstrations of evidence
- presentation
- completed action plan
- annotated scenarios
- peer discussion notes.

Experiences

To provide a real-world context you could invite:

- a variety of representatives from different sectors to discuss their roles
- a variety of guests from the same employer (such as the NHS), to demonstrate the variety of roles within that employer.

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

Careers Wales	Information and resources about career pathways and labour market information, as well as the future world of work (and in Wales). To find out more go to: https://careerswales.gov.wales/
BBC Bitesize – Careers Support Teaching Resources	Information and resources about different career pathways. To find out more go to: https://www.bbc.co.uk/teach/articles/zbvrt39#zgrwh4j

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.

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