

Working in Wales

Unit delivery and assessment pack



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	8
Planning courses	8
Amplification of Learning Outcomes	8
Suggested activities.....	10
Sources of evidence	11
Experiences.....	11
Resources and organisations	11
Resources required for delivery	11
Resources available to support delivery	12
Resources required for assessment.....	12

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	Working in Wales
Suite	Skills for Work
Unit Codes	S669E1 S669E2 S669E3 S669L1 S669L2
GLH	10
Unit Aim	This unit aims to develop Learners' understanding of Wales in an international economy and what it means to work in Wales in different contexts. Find out about the skills required in specific Welsh employment settings, for example, the skills to communicate bilingually
Unit Summary	In this unit, learners will learn what the job market looks like in Wales and introduce learners to Wales' relationship with the international economy and specific features of working life in Wales. At Entry level, learners will discover the jobs that are available in Wales, the importance of the Welsh language in Welsh workplaces and how ongoing changes in the world around them have an impact on the job market in Wales. At Level 1 and 2, learners will develop a deeper understanding of the job market in Wales and the role of the Welsh Language Commissioner. They will also prepare for the future working world by developing their knowledge of global issues and key changes impacting the job market, both in Wales and internationally.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and Well-Being statements of what matters: <i>how we engage with social influences shapes who we are and affects our health and well-being</i>, and <i>our decision-making impacts on the quality of our lives and the lives of others</i>. It also supports the Humanities statements of what matters: <i>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future</i>. When exploring this unit, learners will begin to understand how working specifically in Wales has its own identity as well as how it presents itself on the global stage. Learners will understand how specific skills, such as being bilingual, will help them develop within the workplace and understand how to prepare for their future career pathways and the broader world of work. Integral and cross-curricular skills: Learners develop their literacy and digital competency skills. At Entry level, learners will begin to use a range of discipline-specific vocabulary to express their answer, using their speaking and listening skills to respond effectively and present work in writing where appropriate. At Level 1 and 2, learners will explain and give reasons for their answers. They will begin to use different sources of information to develop their knowledge and

understanding. Learners will have the opportunity to search a variety of digital sources when researching current and future jobs and sectors in Wales.

Cross-cutting themes: Careers and work-related experiences are promoted as learners will engage with age-appropriate careers education, helping them to understand their future pathways and the broader world of work. They will explore careers of the present and future and understand how careers may continue to change over time, highlighting emerging industries and the impact of technological advances. Local, national, and international contexts will be explored as learners consider their place within their immediate environment and its connection to the wider world regarding businesses, enterprises, and wider national or international workplaces. Diversity is promoted as learners draw on their own backgrounds, values, and experiences, as well as having opportunities to broaden their understanding of the Welsh workplace on a global scale.

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 jobs are available in Wales	E1 1.1 Match a job role to a key job sector in Wales.	E2 1.1 Name two key job sectors in Wales. E2 1.2 Give an example of one employer and one job within each sector.	E3 1.1 Name three key job sectors in Wales. E3 1.2 Give an example of one employer and one job within each sector.
LO2 Know the importance of the Welsh language in Welsh workplaces	E1 2.1 Name one job where people use Welsh. E1 2.2 Say one reason why Welsh might be used in a job.	E2 2.1 Name two jobs where Welsh language skills are useful. E2 2.2 Give one example of how Welsh is used in each job. E2 2.3 Say why using Welsh can help in these jobs.	E3 2.1 Outline at least three reasons why Welsh is important in workplaces. E3 2.2 Describe how Welsh language skills can improve communication in different work settings E3 2.3 Compare two jobs by saying how Welsh is used differently in each.
LO3 Know skills needed to work in Wales	E1 3.1 Name one skill needed by a specified sector in Wales. E1 3.2 Point to one job that uses this skill.	E2 3.1 Name at least two skills needed by a specific job sector in Wales. E2 3.2 Give an example of a job that uses each skill. E2 3.3 Describe why one of these skills is important for the job.	E3 3.1 Select a key employment sector. E3 3.2 Outline at least three skills needed by the sector. E3 3.3 Compare two jobs by saying one difference in the skills they require.

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 the job market in Wales	L1 1.1 Define the term; 'job market'. L1 1.2 Provide two examples of sectors and jobs. L1 1.3 Explain why you think some jobs are more popular in Wales than others, providing one example.	L2 1.1 Describe the term 'job market'. L2 1.2 Explain, with examples, the difference between a job and a sector. L2 1.3 Compare two different job sectors in Wales and discuss their popularity, giving reasons for your answers. L2 1.4 Identify three examples of types of employers.
LO2 Understand the key employment sectors in Wales and their links to the international economy	L1 2.1 Select one key employment sector in Wales. L1 2.2 Describe how it relates to the international economy.	L2 2.1 Select two Welsh employment sectors. L2 2.2 Explain how each relates to the Welsh economy.
LO3 Understand the importance of the Welsh language in Welsh workplaces	L1 3.1 Identify an employment sector where the Welsh language is required or highly desired and describe why. L1 3.2 Give an example of where Welsh might be used in each sector. L1 3.3 Outline the legal status of Welsh and the purpose of the Welsh Language Commissioner in Wales.	L2 3.1 Identify two employment sectors in Wales where the Welsh language is required or highly desired and explain why. L2 3.2 Give examples of where Welsh might be used in each sector. L2 3.3 Summarise the legal status of Welsh. L2 3.4 Outline the role of the Welsh Language Commissioner in Wales, giving examples of their responsibilities and powers.

LO4 Understand skills needed to work in Wales	L1 4.1 Select a key employment sector where there is a high demand for jobs.	L2 4.1 Select two key employment sectors where there is a high demand for jobs.
	L1 4.2 Describe the skills needed to work in the sector.	L2 4.2 Describe the skills needed to work in each sector.
	L1 4.3 Outline why there is high demand.	L2 4.3 Compare why there is high demand for each sector.

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 Working in Wales include Rights and responsibilities in the workplace, Understanding the changing labour market, Fairness and inclusion 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: • an employee is a person who works for an organisation or business and is paid for the work they do. • examples of employees include, but are not limited to, builder, nurse, retail assistant. • employees carry out specific job roles. • a job role is a specific position or duty that a person performs at work. It includes the tasks and responsibilities they are expected to carry out. For example, a customer service assistant helps customers by answering questions and solving problems. • an employer is a person or organisation that hires employees and pays them for their work. They are responsible for providing jobs and managing staff. • examples of employers include, but are not limited to, building companies, hospitals, shops. • a job sector is a group of jobs and businesses that are related because they provide similar products or services. For example, the retail sector includes all jobs involved in selling products to customers, such as shop assistants and cashiers.

	Level 1 and 2 learners should know: • a jobs market is part of the economy where employers offer jobs and workers seek employment. It's a 'marketplace' where the supply of workers and the demand for jobs interact to determine employment levels, wages, and working conditions. • key trends in the job market in Wales, include, but are not limited to: • where there are skills shortages and sectors/jobs in high demand • why sectors/industries are in high demand (for example because they are growing sectors or there aren't enough people with the skills to do those roles). • examples of different types of employers include, but are not limited to: • SMEs • charities • public sector • large employers.
Levels 1 and 2 LO2	Level 1 and 2 learners should know: • key employment sectors in Wales, for example: advanced manufacturing, construction, creative industries, digital and technology, financial and professional services, food and drink, health and social care, life sciences, public services, retail, tourism • the links between the Welsh economy, wider UK and the global economies.
Entry Level LO2 / Level 1 and 2 LO3	Learners should know: • jobs which require Welsh or where Welsh is highly desirable • how Welsh language skills can be used in various jobs. Entry 3, Level 1 and 2 learners should know: • what is the Welsh Language Commissioner • the need for public services in Wales to provide services in Welsh • how Welsh language skills can help you stand out. Level 1 and 2 learners should know: • the role of the Welsh Language Commissioner • what the Welsh Language Measure is, and the statutory standards required for organisations • the requirements of Welsh language use in workplaces, and the jobs and sectors where Welsh language skills will particularly help you stand out.

**Entry Level LO3 /
Level 1 and 2 LO4**

Learners should know:

- specific skills needed by Welsh job sectors
- specific jobs within the sectors that use these skills.

Entry 2 and 3, and Level 1 and 2 learners should know:

- why the skills are important for the jobs.

Level 1 and 2 learners should know:

- the changes impacting working life in Wales and the wider world, including but not limited to:
 - the sectors in Wales where there is a high demand for jobs
 - the skills needed in these jobs
 - why there is a high demand for these jobs (for example, there aren't enough people with the right skills, or enough people wanting to do the job).

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:

- interactive, practical tasks that make concepts visual and tangible.
- a visual stimulus to provoke a tutor-led discussion
- short videos explaining the relationship between the local, national and global job market and the role of the Welsh Language Commissioner
- matching activities with learners matching pictures of jobs to sectors
- tutors could facilitate a discussion about the jobs and job sectors that learners are aware of in Wales
- tutors could facilitate a discussion about changes to the job market - after providing the learners with basic information about some key changes, for example relating to artificial intelligence, learners could then discuss how this could impact a specific job or job sector
- learners could be encouraged to research jobs that could become more in demand in Wales in the future
- learners could be encouraged to research businesses in Wales, local to them or the education provider, and be supported to explore these further
- learners could be encouraged to research the Welsh Language Commissioner.

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

- research specific job sectors of interest in more detail
- tutors could facilitate a discussion about key trends in the job market, identifying why certain jobs experience high demand
- identify specific jobs where the Welsh language is useful by searching for current job adverts in Wales
- discuss in groups how certain changes could influence jobs and job sectors and the skills needed to perform those jobs.
- participate in a role play scenario where they are an employer and they are trying to identify how roles within their organisation could change in the future
- case studies: look specifically at Welsh companies featured in news articles

- analysing real-world examples from news, online, or local companies
- comparison tasks: using tables to compare different job sectors in Wales
- learners could be encouraged to research the Welsh Language Measure
- learners could be encouraged to research the Welsh Language Commissioner.

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, such as role plays or discussions
- screenshots of research activities
- presentation of research findings
- completed table to show evidence of research
- completed tables to show comparisons.

Experiences

To provide a real-world context you could invite:

- a local, national or global employer who is based in Wales to discuss what it means to work in Wales
- representatives from different sectors who carry out the same roles
- representatives from the same sector who carry out different roles
- a representative from the Welsh Language Commissioner to discuss their role
- a representative from the Senedd or arrange a visit to the Senedd.

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

Welsh Language Commissioner	Fully bilingual information about the role of the Welsh Language Commissioner, as well as educational resources to use. To find out more, go to: https://www.welshlanguagecommissioner.wales/about-us https://www.welshlanguagecommissioner.wales/resource-hub/education-pack The statutory 5-year report on the Welsh language outlines the position of the Welsh language and gives a comprehensive overview of what is known about Welsh speakers from census data and other sources. It includes information about where Welsh speakers work (Chapter 11) and the importance of the workplace as a strategic place to develop the use of Welsh (main findings). To find out more, go to: Our time to act: The position of the Welsh Language 2021–25
Careers Wales	Information about the future job market in Wales. To find out more, go to: https://careerswales.gov.wales/future-jobs-wales
Health Education and Improvement Wales	Information about the use of Welsh in the workplace. To find out more, go to: https://aagic.gig.cymru/cefnogaeth/defnyddior-gymraeg-yn-y-gweithle/
Welsh Government	Overview of Welsh Government Welsh Language strategy – A Million Welsh Speakers. To find out more, go to: https://www.llyw.cymru/cymraeg-2050-strategaeth-y-gymraeg

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.

© WJEC CBAC Limited 2026.