

Jobs of the future

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	Jobs of the future
Suite	Skills for Work
Unit Codes	S660E1 S660E2 S660E3 S660L1 S660L2
GLH	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.
Unit Summary	This unit introduces learners to the idea of jobs of the future and how work is changing. Learners explore examples of new and emerging jobs, think about how technology and other changes affect the job market, and begin to recognise the skills and qualifications that may be needed in the future. They also identify simple actions they can take to improve their own employability, such as gaining experience or learning new skills. At Entry Level, the focus is on developing awareness and confidence through discussion, simple research, and personal reflection, using accessible examples from everyday life and familiar work situations. At Level 1 and 2, learners build on their understanding of future employment by exploring a wider range of emerging industries and roles. They investigate how global, technological, and environmental changes are shaping the job market and evaluate the impact these trends may have on their own career choices. Learners identify the key skills, qualifications, and personal qualities needed for employability in the future and create an action plan to support their progression through further study, training, or work experience. The focus at these levels is on developing informed understanding, analytical thinking, and planning skills to prepare for long-term employability and career development.
Curriculum for Wales	Areas of learning and experience: The Jobs of the future unit supports several Areas of Learning and Experience. This unit supports progress towards the Humanities Statements of What Matters: <i>Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action</i>. Within Humanities, learners explore how society and the economy are changing, considering globalisation, technology, and sustainability. In Science and technology, they examine how innovation and digital advances create new kinds of

work. Through Health and well-being, learners reflect on their own aspirations, strengths, and next steps for personal development. The Languages, literacy and communication AoLE is also supported as learners discuss ideas, research information, and present findings about future jobs using appropriate vocabulary.

Integral and cross-curricular skills: This unit develops all four integral skills:

- Creativity and innovation are encouraged as learners imagine new roles and consider how future problems might be solved through work.
- Critical thinking and problem-solving are developed through analysing how changes such as automation and climate action affect employment.
- Personal effectiveness is strengthened as learners set goals and plan actions to improve their employability.
- Planning and organising skills are used in managing tasks, research, and presenting outcomes.

The unit also supports the three cross-curricular skills:

- Literacy, through reading, writing, and presenting information about future jobs;
- Numeracy, where learners may interpret simple labour market data or trends;
- Digital competence, as learners use online research, digital tools, or presentations to explore careers of the future.

Cross-cutting themes: The Jobs of the future unit links strongly to all of the Curriculum for Wales cross-cutting themes. Careers and work-related experiences (CWRE) is embedded throughout as learners explore the changing world of work and consider personal progression pathways. Human rights education and Diversity are supported by recognising fairness, inclusion, and global citizenship within future job opportunities. Relationships and sexuality education (RSE) connects through self-awareness, confidence, and respectful communication in workplace contexts. Local, national and international contexts are explored as learners compare how work opportunities differ across communities and countries, encouraging a sense of place and global responsibility.

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 that the job market is changing	E1 1.1 Point out one change currently happening in the job market.	E2 1.1 Recognise one change happening in the job market. E2 1.2 Say how this change could affect jobs.	E3 1.1 Give two changes affecting the job market. E3 1.2 Suggest how these changes may affect two different jobs.
LO2 Be aware of jobs that may exist in the future	E1 2.1 Point out one job that may exist in the future.	E2 2.1 Select one job that may exist in the future. E2 2.2 Say one reason why this job might exist.	E3 2.1 Give two jobs that may exist in the future. E3 2.2 Suggest why these two jobs might develop.
LO3 Be aware of skills and qualifications needed for future jobs	E1 3.1 Show one qualification or type of learning that could help someone get a job.	E2 3.1 Recognise one skill needed for work in the future. E2 3.2 Recognise one qualification or course that could help gain a future job.	E3 3.1 Suggest two skills that may be needed for future jobs. E3 3.2 Suggest qualifications or training that could support these two skills.
LO4 Know how to improve opportunities for future work	E1 4.1 Show one thing they can do to prepare for future work.	E2 4.1 Select two actions they can take to prepare for future work. E2 4.2 Say how these two actions could help them get a job in the future.	E3 4.1 Give three actions they can take to improve opportunities for future work. E3 4.2 State how these actions could help to improve opportunities for future work.

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 how and why the job market is changing	L1 1.1 Describe key changes influencing the job market. L1 1.2 Explain how these changes may affect employment opportunities.	L2 1.1 Explain global and local trends affecting employment. L2 1.2 Evaluate the impact of these trends on employment opportunities and career paths.
LO2 Be able to explore potential jobs and industries of the future	L1 2.1 Identify a range of potential future jobs and industries. L1 2.2. Describe factors that may create these future jobs.	L2 2.1 Research and present examples of emerging or future jobs across different industries. L2 2.2 Analyse the factors driving the creation of these jobs.
LO3 Understand the skills, qualifications, and personal qualities required for future jobs	L1 3.1 Identify key employability skills and qualifications needed for future work. L1 3.2 Explain why these skills and qualities are important in future job roles.	L2 3.1 Identify and assess key skills, qualifications, and attributes for future work. L2 3.2 Explain how transferable and digital skills will support future employability.
LO4 Understand how to develop their own employability, including further study and training	L1 4.1 Identify realistic steps they can take to develop skills and gain qualifications for a future job. L1 4.2 Create a simple personal action plan to support future employability.	L2 4.1 Create a detailed and realistic personal development plan outlining steps towards future career goals. L2 4.2 Evaluate how their proposed actions and qualifications will enhance their employability in the future job market.

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 Jobs of the future include Exploring career pathways, Understanding the changing labour market, Applying for jobs, Interview and confidence techniques, Work experience, Career creativity, Rights and responsibilities in the workplace and Working in Wales. These units complement each other by developing learners' understanding of career pathways, labour market changes, and practical employability skills such as applying for jobs, interviews, and work experience. Together, these units build a holistic picture of future employment, encouraging creativity, awareness of rights and responsibilities, and an understanding of opportunities within Wales and beyond.

There may also be links to other WJEC qualifications including GCSE Digital Technology, VCSE Engineering and Computer Science AS/A Level.

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	• changes in the job market: new technology, environment, health, climate change, change from manual to digital tasks, more online work and using technology for communication. For Level 1 and 2 Learners: • key changes: automation, globalisation, green economy, demographic change • global and local trends: digital transformation, remote working, environmental issues

	economic and policy changes in Wales and beyond impact local employment.
LO2	- examples: renewable energy roles, robotics technicians, digital content creators - use pictures, short videos, or simple articles to identify examples of new or developing jobs. For Level 1 and 2 learners: - factors creating future jobs: technology, environment, demographics, AI, sustainability, healthcare innovation, green energy, digital technology and creative industries - emerging technologies – AI, robotics, biotechnology – creating new career paths.
LO3	- key employability skills: teamwork, communication, problem-solving - explore examples of digital or technical skills used in modern jobs. For Level 1 and 2 Learners: - transferable skills: communication, adaptability, teamwork, alongside technical skills - qualifications and training routes linked to emerging industries - attitudes that contribute to employability: resilience, curiosity, and ethical awareness.
LO4	- actions to prepare for work: volunteering, learning new skills, gaining experience, training, work experience - recognise that being reliable, positive, and willing to learn helps employability - identify training or volunteering opportunities that could build confidence and skills. For Level 1 and 2 Learners: - reflect on personal strengths, goals, and areas for development - identify realistic steps for career progression, such as gaining experience, qualifications, or digital skills - action plan: linking future job interests to education or training pathways – review and update in light of changing job trends or personal goals.

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:

- explore images, short videos, or news clips showing different kinds of new or future jobs, followed by a class discussion
- match pictures of tools, workplaces, or tasks to possible future job roles (e.g. drone operator, recycling engineer)
- take part in a group collage or poster activity showing 'Jobs of the future' and the skills they might need
- invite a guest speaker or watch an employer video to learn how work is changing in a local business
- use a simple 'skills checklist' to identify what learners are already good at and what skills they want to improve
- role-play a short conversation about applying for a future job or talking to an employer
- visit or virtually tour a local workplace to see how technology or sustainability are shaping jobs
- create a simple personal action plan using pictures or symbols to show goals for learning and work.

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

- research and present examples of emerging jobs or industries, using online resources or employer websites
- analyse a short article or video about automation, AI, or green technologies and discuss its impact on employment
- work in small groups to design a 'future job' – outlining what the job involves, skills needed, and possible training routes
- compare local and national labour market information (LMI) to identify growing and declining sectors
- create a digital presentation or infographic showing how personal skills match future work trends
- interview a local employer, careers adviser, or apprentice about how their sector is changing
- develop a simple career action plan that includes learning goals, training opportunities, and employability targets
- reflect in a short written or recorded journal on how understanding the future of work influences personal career choices.

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 worksheets or skills checklists from class activities
- posters, collages, or visual displays created by learners showing future jobs
- short written reflections or journals on emerging careers and personal goals
- digital presentations, slideshows, or infographics produced by learners

- video or audio recordings of learners presenting or role-playing job scenarios
- notes or reports from workplace visits or virtual tours
- observation records from group discussions, role-plays, or class activities
- research notes, fact sheets, or summaries of labour market information (LMI)
- career action plans, including identified skills, training, and next steps
- questionnaires or surveys completed by learners on their skills and aspirations
- evidence of interaction with guest speakers or interviews with employers
- mind maps or diagrams linking future job roles, skills, and qualifications.

Experiences

To provide a real-world context you could do the following:

- Visit a local business, factory, or innovation hub – this gives learners first-hand insight into how work is evolving and the kinds of roles emerging in different sectors. Learners can observe technologies, workflows, and teamwork in action, helping them link classroom discussions to real job contexts. Virtual tours can provide similar exposure when physical visits are not possible, showing learners how industries such as renewable energy, digital media, or healthcare are adapting to future needs.
- Inviting employers, apprentices, or career specialists to speak allows learners to hear about the skills, qualifications, and behaviours valued in the workplace. Learners can ask questions about emerging jobs, career pathways, and the impact of technology and sustainability on employment. These sessions help learners connect their own aspirations and skills to real-life work expectations, making future careers tangible and relatable.
- Learners spend time observing or assisting in a workplace to experience everyday tasks and the skills required in different roles. This hands-on experience allows learners to see how jobs are changing, identify transferable skills, and reflect on their own strengths and development needs. Even a one- or two-day placement can build confidence, motivation, and a clearer understanding of the actions needed to prepare for future employment.

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 / Gyrfa Cymru	Future Jobs Wales – explore Wales’ regions and industries. Learn what jobs you could do, now and in the future. Job information – 100s of job profiles, includes what a job involves, what the pay is like, how to get into the job, future demand and more. Industries – choose an industry that interests you and explore the jobs you could do. About Jobs – easy to read information about a range of jobs, aimed at ALN/primary aged pupils.
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	About Jobs videos – selection of job profile videos aimed at ALN/primary aged pupils. Explore Wales’ regions and industries. Learn what jobs you could do, now and in the future. Future of work in Wales – learn what jobs are available now and in the future, and what skills employers want. The AI economy in Wales – learn about the AI economy, skills, job roles, opportunities and threats. Skills and Strengths – explore skills employers look for. Find ways to identify and develop your skills and strengths. Plan your career – find out about career options and plan your career – includes Post-16 and 18 options, apprenticeships, employment, self-employment. Courses and training – guide to choosing subjects, courses, training and apprenticeships. Skills to Succeed Academy – includes 6 bite-size online modules on Choosing a Career – modules explore what a career really means and how to make the best career choices for you. Also available on Skills to Succeed are skills based modules on Gen AI fundamentals, Lifelong Learning and Emotional Intelligence.
Civil Engineering Contractors Association (CECA) Wales	https://www.ceca.co.uk/wales – link to CECA Wales website for films of career opportunities and projects. Foundation Group – CECA – link to ‘Ever thought of a career in civil engineering in Wales’ careers brochure. https://www.goconstruct.org – link to CITB website for careers information and educational resources. These resources are available bilingually.
Profi	www.profi.cymru Profi provides support for young people to improve their work skills, getting to know their skills and strengths. The bilingual website includes advice, a personal skills quiz, a series of podcasts, and videos about growth sectors.

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.

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