

Work experience

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:

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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	Work experience
Suite	Skills for Work
Unit Codes	S668E1 S668E2 S668E3 S668L1 S668L2
GLH	20
Unit Aim	To develop Learners' skills to plan, prepare for and engage in work placements or other workforce-related activities, as well as to cultivate the necessary skills and aptitudes to succeed in these roles.
Unit Summary	This unit supports learners to develop the skills, behaviours and understanding needed to prepare for and engage in work experience or workforce-related activities. Learners explore workplace expectations, develop employability skills and reflect on their performance to support progression into further learning, training or employment. Engagement may take place through real work placements or realistic scenario-based activities, ensuring inclusive access for all learners. At Entry Level, the unit focuses on introducing learners to the concept of work and workplace behaviours. Learners are supported to prepare for and take part in simple work-related or scenario-based activities, developing confidence, communication and cooperation skills. Reflection is guided and helps learners recognise basic skills and positive behaviours that can be used in future learning or work-related settings. At Level 1 and Level 2, learners develop a broader and more independent understanding of work experience and employability. They plan and prepare for work placements or realistic workforce scenario-based tasks, engage more effectively in work-related activities, and demonstrate professional behaviours. Learners evaluate their performance, identify transferable skills and consider progression routes into further education, training or employment.
Curriculum for Wales	Areas of learning and experience: The Work experience unit primarily supports the Health and well-being Area of Learning by promoting personal development, self-confidence, resilience, and preparation for work. It also engages Humanities through understanding the world of work, roles in society, and employer expectations and the Statements of What Matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i> and <i>How we engage with social influences shapes who we are and</i>

affects our health and well-being. For vocationally themed contexts, the unit links to Expressive arts and Science and technology, where learners explore practical tasks, problem-solving, and real-world applications of skills in work-related projects.

Integral and cross-curricular skills: This unit actively develops integral skills, including Personal effectiveness, Critical thinking and problem-solving, and Planning and organising, as learners apply these skills in authentic contexts such as completing applications, engaging in scenario-based workplace tasks, and reflecting on their performance. The unit also fosters cross-curricular skills, particularly Literacy, Numeracy, and Digital competence, which are developed through communication activities, workplace documentation, and the use of digital tools in work-related learning.

Cross-cutting themes: This unit develops learners' understanding of Careers and work-related experiences, while promoting Human rights and Diversity through respectful behaviour and inclusive practice in workplace contexts. It also addresses Relationships and sexuality by exploring professional interactions and personal safety, and encourages awareness of Local, national and international contexts by considering how work opportunities and expectations vary across communities and sectors.

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 work experience or a workforce-related activity involves	E1 1.1 Point out one type of job or work activity. E1 1.2 Name one expectation of being in a workplace, with support.	E2 1.1 Recognise different types of work or workforce-related activities. E2 1.2 Indicate basic workplace expectations and behaviours.	E3 1.1 Suggest the purpose of work experience or workforce-related activities. E3 1.2 Give a description of key rights and responsibilities in a workplace.
LO2 Know how to prepare for a work placement	E1 2.1 Respond to simple instructions to prepare for a work activity, with support. E1 2.2 Point out appropriate clothing or equipment for a work placement.	E2 2.1 Follow instructions for basic preparation activities. E2 2.2 Recognise suitable behaviour for a workplace.	E3 2.1 Demonstrate how to prepare for a work placement using provided guidance. E3 2.2 Demonstrate understanding of personal presentation and communication expectations.
LO3 Be able to take part in a work placement or scenario-based workforce activity	E1 3.1 Respond to a basic, supported work-related or scenario-based activity. E1.3.2 Match effort and willingness to participate.	E2 3.1 Follow instructions in a work-related or scenario-based activity. E2 3.2 Recognise basic communication and teamwork skills during activities.	E3 3.1 Suggest how to carry out tasks in a work placement or realistic scenario-based activity. E3 3.2 Demonstrate appropriate workplace behaviour with minimal support.
LO4 Be able to reflect on their experience and skills developed	E1 4.1 Name likes or dislikes about the activity. E1 4.2 Point out one skill used during the activity.	E2 4.1 Recognise 2 things that went well during the experience. E2 4.2 Indicate skills developed, with support.	E3 4.1 Reflect on strengths and areas for improvement. E3 4.2 Suggest skills gained that could be used in future work or learning.

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 purpose and expectations of work experience and workforce-related activities	L1 1.1 Explain the purpose of work experience for personal development. L1 1.2 Outline key workplace expectations and behaviours.	L2 1.1 Analyse how work experience supports employability and career development. L2 1.2 Explain workplace expectations, including professional conduct and responsibility.
LO2 Be able to plan and prepare for work experience or workforce-related activities	L1 2.1 Create required documentation or materials for a work placement or workforce-related activity. L1 2.2 Demonstrate appropriate preparation for workplace communication and presentation.	L2 2.1 Carry out plans and preparations for a work placement or realistic workforce-related activity. L2 2.2 Demonstrate professional standards of communication and self-presentation.
LO3 Understand how to engage effectively in work experience or realistic scenario-based workforce activities	L1 3.1 Carry out tasks responsibly in a work placement or scenario-based workforce activity within the school/classroom environment. L1 3.2 Demonstrate teamwork, communication and time-management skills.	L2 3.1 Perform tasks effectively and with initiative in a work placement or scenario-based workforce activity within the school/classroom environment. L2 3.2 Demonstrate problem-solving, adaptability and professional behaviour.
LO4 Be able to review performance and identify skills for progression	L1 4.1 Review own performance against given criteria. L1 4.2 Identify skills developed and next steps for progression.	L2 4.1 Evaluate own performance critically, using feedback and evidence. L2 4.2 Identify transferable skills and set realistic progression or career goals.

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 Work experience include Exploring career pathways, Applying for jobs, Interview and confidence techniques, Personal development planning, Jobs of the future, Career creativity, Enterprise venture, Working in Wales, Understanding the changing labour market, Community participation and Teamwork. These units complement each other by providing learners with a coherent and progressive understanding of the world of work, from exploring career ideas and future job opportunities to developing the skills needed to apply for roles and perform effectively in workplace settings. Together, they support learners to build confidence, teamwork, self-awareness and employability skills, enabling them to plan realistic pathways and engage successfully in work experience or workforce-related activities.

There may also be links to other WJEC qualifications including VCSE Public Services and GCSE Business.

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	• types of workplaces and job roles (e.g. a retail shop, construction site, nursery, office, cafe or community centre) • difference between paid work, voluntary work and work experience (e.g. volunteering at a charity shop (unpaid), a Saturday job (paid), or a one-week school placement (work experience)) • basic expectations of behaviour in a workplace or scenario-based environment (e.g. listening, arriving on time, listening to instructions, wearing appropriate clothing, and being polite to customers or colleagues)

	• awareness of rules, routines and supervision • importance of health and safety and following instructions. For Level 1 and 2 learners: • purpose of work experience in developing employability skills • employer expectations and professional standards • rights and responsibilities in the workplace • importance of workplace policies (e.g. health and safety, equality) • understanding different types of workforce-related activities • this learning supports employability skills including reliability, respect, communication and awareness of workplace rules. • Reflection prompts: • Why do employers expect people to be on time? • What might happen if workplace rules are not followed? • Which type of workplace would suit you and why?
LO2	• understanding the purpose of preparation activities • appropriate clothing, appearance and personal hygiene (e.g. clean clothes, tied-back hair in a kitchen, or smartly dressed for an office) • following instructions to complete simple preparation tasks (e.g. simple application, role-play interview, preparing questions to ask an employer) • basic communication skills (listening, asking for help) • awareness of punctuality and attendance. For Level 1 and 2 Learners: • planning activities using provided or self-generated information • preparing application materials or participation evidence • professional communication skills (verbal and written) • personal presentation appropriate to the work context • managing time, travel and readiness for work or scenario-based activities (e.g. planning a bus route, setting an alarm, or preparing materials the night before) • this learning develops organisation, self-management, communication and personal responsibility. • Reflection prompts: • What could happen if you forget to prepare properly? • What does your appearance say about you in a workplace? • What preparation step do you find most challenging?
LO3	• participation in real or scenario-based work tasks (e.g. stocking shelves, preparing resources, greeting visitors, data entry, or helping set up an event) • following instructions and routines • working with others appropriately (e.g. taking turns, sharing equipment, listening to teammates, following group instructions, being polite and respectful)

	• demonstrating effort, cooperation and willingness to learn • using basic workplace behaviours (e.g. respect, focus, safety awareness) • using basic communication (e.g. listening to instructions, saying hello, asking for help, giving short answers, using simple phrases, gestures or symbols). For Level 1 and 2 Learners: • carrying out tasks responsibly and safely • working independently and as part of a team • communicating effectively with supervisors and peers • demonstrating reliability, initiative and adaptability • responding appropriately to instructions and feedback (e.g. making changes after advice, asking clarifying questions, or improving timekeeping after feedback) • this learning reinforces teamwork, communication, problem-solving, adaptability and professional behaviour. • Reflection prompts: • How did you show you were a reliable team member? • What did you do when you were unsure about a task? • What feedback did you receive and how did you respond?
LO4	• expressing opinions about the experience • identifying what was enjoyable or challenging • recognising simple skills used (e.g. teamwork, listening carefully, following instructions, or staying focused) • awareness of personal strengths • understanding how skills could be useful in the future. For Level 1 and 2 Learners: • reviewing performance using feedback and self-reflection • identifying strengths and areas for improvement • recognising transferable and employability skills • linking skills developed to future learning or career options (e.g. communication skills for customer service roles, teamwork for construction or care work, or time management for any job) • setting realistic next steps or progression goals • this learning strengthens self-awareness, goal-setting, resilience and the ability to recognise transferable employability skills. • Reflection prompts: • What are you most proud of from your experience? • What would you try to improve next time? • Which skills could help you in a future job or course?

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:

- tutor-led discussions about different types of jobs and workplaces
- workplace behaviour role-play activities (e.g. arriving on time, following instructions)
- simple employer-set tasks completed in a scenario-based work environment
- supported preparation activities such as choosing suitable clothing or equipment
- short visits from guest speakers or use of workplace videos
- team-based practical tasks to develop cooperation and communication
- tutor-observed participation in scenario-based work activities
- guided reflection using pictures, symbols or structured prompts
- matching picture cards of jobs and workplaces (e.g. shop, office, building site, nursery)
- tutor-led discussion about simple workplace rules (being kind, listening, staying safe)
- role-play of workplace behaviour, such as greeting someone, listening to instructions, or asking for help
- workplace rules sorting using symbols or images (safe/unsafe, polite/rude)
- choosing appropriate clothing from pictures for different job roles
- packing a bag activity – selecting items needed for a placement day
- practising introducing themselves to a supervisor in a supported role-play
- following a simple checklist for getting ready for a work activity
- simple team tasks such as sorting, packing, tidying or preparing materials
- supported role-play of customer service (saying hello, giving items, thanking someone)
- following clear step-by-step instructions in a practical classroom task
- taking turns in classroom responsibility roles (e.g. equipment helper)
- using emoji or visual scales to show how they felt about the activity
- saying or choosing one thing they enjoyed and one thing they found tricky
- identifying one skill used, such as listening, helping, or following instructions
- completing a simple 'I did well at...' sentence with support.

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

- employer-led briefs or realistic vocational projects
- completion of application forms, CVs or personal profiles
- mock interviews and professional communication exercises
- participation in work placements, volunteering or structured scenario-based activity or task
- independent or group enterprise activities
- problem-solving tasks based on real workplace scenarios
- use of logbooks or journals to record work-related activities
- structured self- and peer-reflection using feedback from tutors or employers
- workplace scenario discussions analysing appropriate/inappropriate behaviours
- case study activities exploring different job roles and employer expectations
- creating a personal preparation plan for a placement
- completing CVs, application forms or personal profiles
- planning travel routes and time schedules independently
- enterprise or project-based tasks with assigned roles and deadlines

- problem-solving workplace scenarios requiring teamwork and initiative
- customer service role-play including handling simple complaints
- rotating leadership or responsibility roles within group tasks
- using a skills checklist to identify strengths and development areas
- writing or recording a short reflective account of their experience.

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:

- tutor or assessor observation records that identify individual roles and behaviours within group tasks
- learner work logs or diaries
- witness statements from employers, tutors or supervisors that describe the learner's specific contribution and performance
- completed employer-set tasks or project work annotated to show the learner's personal input
- photographic or video evidence of practical activities supported by commentary or observation notes to clarify individual achievement
- copies of completed application forms, CVs or personal profiles
- records of mock interviews or role-play activities, including assessor notes on communication and presentation
- reflective accounts (written, audio or supported formats)
- attendance and punctuality records for work-related activities
- feedback forms from employers, tutors or peers that reference the learner's individual strengths and areas for development
- skills checklists or assessment tracking sheets
- portfolios of evidence (paper-based, audio or digital).

Experiences

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

- Learners take part in a short-term placement or volunteering role within a local business, charity, or community organisation, with tasks matched to their level and abilities. Where placements are not available, centres may use on-site roles that replicate real workplace routines and expectations. This experience helps learners develop confidence, responsibility, communication skills and an understanding of workplace behaviour.
- Learners complete a project set by an employer or tutor that reflects real workplace tasks, such as organising an event, producing materials, or delivering a service. Activities are carried out in a structured, realistic environment that mirrors workplace standards, deadlines and teamwork. This allows learners to engage meaningfully with work-related activities while generating valid evidence of employability skills.
- Learners engage with employers through workplace visits, guest talks, mock interviews or mentoring sessions. These activities expose learners to real workforce expectations, job roles and progression routes. Learners gain insight into professional communication, self-presentation and the skills valued by employers.

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

JISC	https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships Provides an overview of various work experience types including internships, placements, shadowing and volunteering to enhance employability. https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/internships Explains what internships are, their benefits, duration and how they differ from work placements, with guidance on how to find and apply for them. https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/virtual-work-experience Describes online work experience options, highlighting flexibility and accessibility for students to gain skills remotely. https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/work-placements Details structured work placements typically part of a degree programme, offering academic credit and real-world experience. https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/work-shadowing Outlines informal short-term opportunities to observe professionals in their roles, useful for career exploration and gaining work experience insight. https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/volunteering Covers volunteering opportunities both locally and abroad, emphasizing skill development, community impact and career benefits. https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/summer-jobs Highlights seasonal job opportunities for students to earn money and gain experience, including internships, camps and retail roles.
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Careers Wales / Gyrfa Cymru	Work experience Explores why work experience is important, how to get work experience, employers who offer work experience and preparing for work experience. Work experience toolkit Overview for behaviours, expectations and how to support learners in this context. Including reflection and evaluation of work experience such as review work experience log/diary, feedback from employer and others (work colleagues, teachers and parents), evaluate progress and SMART goals. Skills to Succeed Academy Includes 23 bite-size online modules on Getting a Job – modules help you build core employability skills and guide you through all the steps needed to secure a job. Skills to Succeed 12 modules on Success in Work – these modules help you through the steps to sustain a job, succeed in the workplace and develop in your career.
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.

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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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