

Sustainable economic development

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	Sustainable economic development
Suite	Skills for Work
Unit Codes	S664E1 S664E2 S664E3 S664L1 S664L2
GLH	20
Unit Aim	To develop learners' understanding and skills in contributing to a sustainable workplace, i.e. energy conservation, recycling, waste disposal, clean air, transport. Explore strategies they can put into place in their own setting to benefit themselves and others.
Unit Summary	This unit helps learners develop the understanding and skills needed to contribute to sustainable economic development within the workplace and wider community. At Entry Level, the emphasis is on recognising simple sustainability practices, such as saving energy, reducing waste, recycling, and understanding how everyday actions can help protect the environment. Learners will identify ways they can make positive choices in their own setting and begin to understand that simple actions at work, like turning off lights or reducing waste, help workplaces run better and avoid unnecessary costs. At Levels 1 and 2, learners will explore workplace sustainability challenges, including energy use, waste disposal, clean air, and transport, and examine how businesses, individuals, and communities can work together to support economic development while protecting the environment. Practical activities and real-world examples will help learners understand how sustainable choices benefit themselves and others.
Curriculum for Wales	Areas of learning: This unit supports progress towards the Humanities statements of what matters: <i>Our natural world is diverse and dynamic, influenced by processes and human actions</i>, and <i>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action</i>. This unit also supports progress towards the Health and well-being statement of what matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. Through this unit, learners will understand how human actions affect the environment and communities, how sustainable practices support environmental, economic and social wellbeing and how making responsible choices in everyday and workplace settings can improve wellbeing for themselves and others. Learners are

encouraged to take informed, positive action that contributes to a more sustainable and healthy future.

Integral and cross-curricular skills:

The unit develops key skills including critical thinking and problem-solving, as learners discuss sustainability challenges, share ideas, and present strategies for improvement; critical thinking, through reflection on the effects of human actions on the environment, workplace, and community; and personal effectiveness, by planning and participating in sustainability activities and evaluating their outcomes. Numeracy and Digital competency can be embedded through data collection, measuring energy or resource use, analysing environmental impacts, or using digital tools to monitor and present sustainability data.

Cross-cutting themes:**Diversity**

Learners are encouraged to draw on their own backgrounds, values, and experiences when planning and participating in sustainability activities. At Level 1 and 2, they may explore how sustainability initiatives affect different communities, workplaces, and environments, promoting inclusion, fairness, and ethical decision-making in economic and environmental contexts.

Careers and work-related experiences

Entry level learners develop employability skills through practical sustainability tasks, such as participating in community projects or following workplace procedures. Level 1 and 2 learners can take on more independent roles in planning, implementing, measuring, and reviewing sustainability actions, linking these directly to workplace and career contexts.

Local, national and international contexts

Learners develop sustainability strategies that respond to local needs and community priorities. At higher levels, they may examine how Welsh values, ethical approaches to business, and sustainable practices connect with wider national and global environmental, social, and economic systems, including climate change, resource management, and sustainable development goals.

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 helps make a workplace sustainable	E1 1.1 State what the word 'sustainable means' in simple terms E1 1.2 Point out something that helps make a workplace sustainable E1 1.3 Name a sustainable action at work that helps the environment	E2 1.1 Give a statement about what the word 'sustainable' means E2 1.2 Recognise ways a workplace can be made more sustainable E2 1.3 Give two examples of actions that help make a workplace sustainable	E3 1.1 Give a description of what the word 'sustainable' means E3 1.2 Give a description of what helps make a workplace sustainable E3 1.3 Suggest why simple sustainable actions are important in the workplace E3 1.4 Give examples of how people can help make a workplace more sustainable
LO2 Know how sustainable actions affect the environment	E1 2.1 Show (from a set of examples) actions that help the environment E1 2.2 Show (from a set of examples) actions that can harm the environment	E2 2.1 Recognise simple actions that help the environment E2 2.2 Give two examples of how everyday actions can affect the environment	E3 2.1 Give a description of how simple sustainable actions affect the environment E3 2.2 Suggest why some actions are better for the environment than others E3 2.3 Give examples of actions people can take to protect the environment

LO3 Be able to create a plan to support sustainability in a workplace setting	E1 3.1 With support, recognise a sustainability issue in their own setting E1 3.2 With support, contribute ideas to a simple sustainability plan	E2 3.1 Recognise a sustainability issue in their own setting E2 3.2 Contribute ideas to a sustainability plan to address the issue E2 3.3 Recognise one way the plan could help sustainability in their own setting	E3 3.1 Identify a sustainability issue in their own setting E3 3.2 Create a simple sustainability plan to address the issue E3 3.3 Give examples of how the plan could help sustainability in their own setting
LO4 Be able to take part in sustainability activities in a workplace or community setting	E1 4.1 Take part in a sustainability activity with significant support E1 4.2 Point out what the activity is doing to help the environment	E2 4.1 Take part in a sustainability activity with some support E2 4.2 Follow simple instructions during the activity E2 4.3 Recognise how the activity supports sustainability	E3 4.1 Take part in sustainability activities with minimal support E3 4.2 Suggest how the activities support sustainability E3 4.3 Reflect on how their actions contribute to sustainable economic development

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 contributes to a sustainable workplace and why it is important	L1 1.1 Describe factors that contribute to a sustainable workplace L1 1.2 Explain why sustainability is important in the workplace L1 1.3 Describe how individual actions can support workplace sustainability	L2 1.1 Explain the key factors that contribute to a sustainable workplace L2 1.2 Explain why sustainability is important for the workplace, the environment, and the wider community L2 1.3 Evaluate individual and organisational impact on workplace sustainability
LO2 Understand how sustainable actions impact the environment, workplace or community	L1 2.1 Describe examples of sustainable actions in the workplace and their effects on the environment L1 2.2 Explain how individual actions contribute to protecting the environment. L1 2.3 Describe how workplace sustainability actions can also benefit the community.	L2 2.1 Explain how different sustainable actions impact the environment, the workplace, and the wider community L2 2.2 Analyse the effects of individual and organisational sustainability actions on the environment, workplace and community L2 2.3 Evaluate which sustainability actions are most and least effective and justify their impact

LO3 Be able to develop a strategy to improve sustainability in a workplace setting	L1 3.1 Describe a sustainability issue in their own setting L1 3.2 Outline a strategy to address the sustainability issue, including actions and timescales L1 3.3 Explain how the strategy could improve sustainability in their own workplace or environment	L2 3.1 Analyse a sustainability issue in their own setting L2 3.2 Develop a detailed sustainability strategy, including actions, timescales and responsibilities L2 3.3 Justify how the strategy will improve sustainability in their own workplace, environment or community L2 3.4 Evaluate the potential effectiveness of the strategy
LO4 Be able to take part in sustainability activities and review their impact on sustainable economic development	L1 4.1 Take part in sustainability activities following agreed procedures or expectations L1 4.2 Identify how the activities support sustainability in the workplace, environment or community L1 4.3 Show how their actions contribute to sustainable economic development L1 4.4 Identify one improvement that could be made to the activity in the future	L2 4.1 Take part in sustainability activities independently and responsibly L2 4.2 Assess the impact of the activities on sustainable economic development in the workplace, environment or community L2 4.3 Review the effectiveness of the activities in promoting sustainable economic development L2 4.4 Suggest realistic improvements to make the activities more effective

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 Sustainable economic development include Enterprise venture, Sustainability in action, Financial literacy and Business finance. These units complement Sustainable economic development by giving learners practical experience and developing their skills in enterprise, applying sustainable practices, managing finances, and understanding the economic and business context needed to make informed, responsible decisions. There are also links to: Science and technology in everyday life, Skills in the natural environment, Ethical choices, Rights and responsibilities in the workplace and Jobs of the future,

There may also be links to other WJEC qualifications, including Entry Level, Level 1 and Level 2: Sustainability in Context, Entry Level, Level 1 and Level 2: Sustainability in Action, and Level 2 Sustainability in Practice. Also, Level 1/2 Vocational Award in Retail Business, GCSE Business Studies, GCSE Geography, GCSE Biology (links to impact on eco systems), GCSE Physics, Level 1/2 Vocational Award in Engineering, and GCSE Mathematics (modelling of sustainability initiatives). 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	Actions that help make a workplace sustainable could include: • turning off lights and electrical equipment • recycling paper, plastics, and other materials • using water responsibly (e.g., taps off when not in use) • keeping work areas tidy to reduce waste • using shared equipment efficiently (e.g., computers, printers) • following basic workplace sustainability instructions or procedures.

	These actions matter because they: • reduce environmental impact • save money for the workplace • protect natural resources • support a positive workplace culture. Individuals can contribute by: • suggesting simple improvements to procedures • following simplified sustainability policies consistently • encouraging others to adopt sustainable practices. For Level 1 and 2 Learners: Factors that contribute to a sustainable workplace could include, but are not limited to: • energy efficiency (lighting, heating, office equipment double glazing, heat pumps) • waste reduction and effective recycling systems (using less/eco-friendly packaging) • water conservation measures • sustainable procurement and supplier choices • staff engagement, training, and awareness in sustainability practices • investment in environmentally friendly technology and infrastructure (solar panels). Sustainability is important because it: • minimises environmental impact • improves social responsibility and ethical practice • supports long-term economic efficiency and resource management • enhances wellbeing of employees and the wider community. Actions taken could include: • planning and monitoring energy and resource use • promoting good practices to colleagues and following workplace policies • leading or taking part in sustainability projects • reviewing and suggesting improvements to workplace practices e.g. turning off lights or equipment to save energy, putting paper, plastic, cans in the correct recycling bin • evaluating effectiveness of actions in achieving sustainable outcomes.
LO2	Actions that help the environment: • recycling paper, plastics, and other materials • turning off lights and electrical equipment when not in use • reducing water use (e.g. taps off, using water wisely) • walking, cycling, or using public transport instead of driving • using resources carefully (e.g. paper, ink, raw materials) • reusing resources where possible • participating in workplace or community sustainability initiatives

	Actions that can harm the environment: • leaving lights or equipment on unnecessarily • wasting water or other resources • littering or improper disposal of waste • overuse of single-use plastics or non-recyclable materials • using transport options that increase carbon emissions unnecessarily. Understanding the effects of actions: • simple actions can reduce pollution, save resources, and protect wildlife • some actions are better than others for protecting the environment • individuals can make a difference by choosing sustainable behaviours. For Level 1 and 2 Learners: Sustainable actions in the workplace and community could include: • using energy-efficient equipment and appliances • implementing recycling and waste reduction schemes • choosing sustainable suppliers and materials • adopting water-saving and energy-saving policies. Effects of actions could include: • individual choices (turning off equipment, reducing waste) supporting environmental protection • organisational policies reducing environmental impact on a larger scale • actions benefitting communities, e.g. cleaner public spaces, healthier local environment. Evaluation and Analysis could cover: • which actions have the greatest environmental benefit • effectiveness of sustainability initiatives e.g. comparing a workplace recycling scheme vs. turning off unused lights • social, economic, and environmental consequences when reviewing actions.
LO3	Sustainability issues could include: • wasting of electricity, water, or materials • untidy or inefficient areas in the workplace • behaviours that could harm the environment (e.g. leaving lights on, leaving equipment running, littering). A sustainability plan and its benefits could include: • suggestions of simple actions to reduce waste or energy use • following guidance or instructions to plan actions • creating a plan with clear steps (e.g. turn off lights, recycle paper) • examples of how the plan could improve sustainability • following a plan helps saves resources and protects the environment.

	For Level 1 and 2 Learners: Learner should: - consider causes of waste, inefficiency, or environmental harm, such as not recycling rubbish correctly or food waste - evaluate impacts on workplace, environment, and community Positive impacts: reduced energy bills when lights are turned off, cleaner classrooms or workspaces, more efficient use of resources, less pollution in the local area Negative impacts: overflowing bins from not recycling, increased energy costs from leaving equipment on, food waste contributing to landfill, poorer air quality from unnecessary waste or inefficient heating/cooling. Strategies could include: - actions, timescales, responsibilities, and resources. Strategies should be realistic and achievable. Justification could include: - explanation of how the strategy could improve sustainability in the workplace or environment, for example, walk/cycle to school campaign to reduce CO₂ emissions, switching lights off would reduce bills and use less energy/recycling food waste to local farms would help to reduce landfill/using local produce/growing own produce, would reduce the carbon footprint of transporting goods from other countries/planting trees could improve the habitat for wildlife and help to reduce CO₂ etc. - reasons why the actions were included - how the actions contribute to sustainability.
LO4	Taking part in sustainability activities could include: - following simple recycling routines (paper, plastic, cans) - turning off lights or taps when not in use - tidying and organising work areas to reduce waste - participating in small gardening or planting tasks - helping others follow sustainability instructions - observing and pointing out actions that help the environment. For Level 1 and 2 Learners: Taking part in sustainability activities could include: - completing recycling and waste reduction projects - implementing energy and water conservation measures across the workplace - planning, maintaining, or developing community or workplace green spaces - promoting sustainable behaviours and practices to colleagues or peers - using sustainable materials, suppliers, or resources in work tasks - monitoring, recording, and analysing environmental improvements (energy use, waste reduction, resource savings)

	• planning and running small workplace or community sustainability initiatives • evaluating the effectiveness of sustainability actions and suggesting realistic improvements (e.g., adding clearly labelled recycling bins, introducing a 'switch off' campaign for unused lights, or adjusting watering schedules for plants to save water) • collaborating with teams to design strategies for longer-term sustainability impact.
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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:

- sorting images or cards to match actions with sustainable outcomes (e.g. recycling, turning off lights, saving water)
- labelling pictures of workplace or community sustainability actions
- videos about sustainability in everyday life or local businesses, with discussion prompts
- following simple instructions to carry out recycling or energy-saving tasks
- gardening or planting activities (e.g. watering, planting seeds, tidying green spaces)
- using checklists to complete simple sustainability tasks (e.g. 'turn off light → recycle paper → check bin')
- roleplay or scenario activities (e.g. how to reduce waste in a workplace or classroom)
- group discussions on why some actions help or harm the environment or workplace
- sorting scenarios using a traffic light system (green = good, amber = could be improved, red = harmful)
- simple monitoring of energy or water use (e.g., counting lights left on, taps left running)
- discussion of one way their actions help the workplace or environment.

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

- creating posters, leaflets, or presentations about sustainability actions and their benefits
- developing a simple sustainability plan for a classroom, workplace, or community space
- monitoring and recording energy, water, or waste usage, and analysing patterns
- leading small sustainability initiatives or campaigns (e.g. encouraging recycling or reducing single-use items)
- roleplay scenarios requiring independent decision-making about sustainable actions
- evaluating and reviewing sustainability activities and suggesting improvements
- researching examples of sustainable practices in local businesses, organisations, or communities, and presenting findings
- using observation sheets or checklists for peer/self-assessment of sustainability actions
- planning and carrying out practical tasks, e.g. planting, tidying, reducing energy/waste
- discussing how individual and organisational actions affect the environment, workplace, and community
- designing simple sustainability projects, including actions, resources, and timelines
- reviewing real-world examples of sustainability initiatives and analysing their outcomes
- making recommendations for improvements to workplace or community sustainability activities
- discussing and reaching decisions around the effectiveness of sustainability efforts with increasing independence
- using digital tools or simple spreadsheets to record and analyse environmental data (e.g. energy use, recycling rates).

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 roleplay, case studies, or projects. Whilst 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 the meeting of standards, not on spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheets or card sorts (sustainable vs unsustainable actions)
- photographs or video clips of learners carrying out sustainability tasks
- teacher observation sheets/checklists noting implementation of sustainability actions
- peer feedback forms on contributions to sustainability activities or group plans
- completed sustainability plan or strategy
- posters, leaflets, or presentations about sustainable practices or environmental initiatives
- audio/video recordings of learners presenting sustainability projects
- learner scenario sheets - actions to improve sustainability etc.
- digital records or spreadsheets tracking energy, water, or waste reduction outcomes
- learner reflections or journals with analysis of the effectiveness of sustainability actions.

Experiences

To provide a real-world context you could:

- Invite a sustainability officer, facilities manager, or local business representative to talk about how sustainability is managed in the workplace. They could demonstrate simple practices such as energy saving, waste separation, recycling procedures, or environmentally friendly transport options. Learners could observe and make notes, or tick off examples of sustainable actions. In groups, learners could discuss which actions they already use in their own setting and practise tasks such as sorting waste correctly. Learners could then reflect on the experience by sharing one new thing they learned and one action they could apply in everyday life or the workplace.
- Arrange a visit to a local business, community organisation, or workplace that uses sustainable practices (e.g. recycling centre, eco-friendly shop, community garden, or council facility). Learners could prepare simple questions in advance about energy use, waste management, transport, and environmental responsibility, and ask these during the visit. Learners could identify sustainable features in the setting (e.g. recycling points, energy-efficient lighting, signage) and discuss their purpose. After the visit, learners could note new knowledge gained and consider how these practices support the environment, the workplace, and the local community.
- Organise practical activities or role-play scenarios where learners take part in sustainability-related tasks in a safe and realistic context. For example, learners could work in groups to create a simple sustainability plan for their classroom or workplace, practise sorting waste, identify ways to save energy, or choose more sustainable transport options. Learners could take on different roles (e.g. employee, manager, customer) and discuss how their actions affect sustainability. After the activity, learners could discuss what worked well, what could be improved, and how these actions help support sustainable economic development.

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

Cwmpas	Wales' development agency for co-operatives, social enterprises and employee-owned businesses. Provides: • case studies • bilingual resources • training on co-operative principles, social business models, and the "triple bottom line" (people, planet, profit). To find out more, go to: https://cwmpas.coop/
Robert Owen Project (Welsh Government & Cwmpas)	Offers bilingual resources that introduce learners to co-operatives and social businesses and explores themes such as well-being, community, environment, and sustainability. Developed with teachers and learners in South Wales. To find out more, go to: https://cwmpas.coop/latest/welsh-government-and-cwmpas-launch-groundbreaking-robert-owen-project-to-inspire-young-learners-across-wales
Romodels	Provides bilingual online missions led by real Welsh role models in sustainability, technology, and future-focused careers. Helps learners see themselves as changemakers by tackling global challenges. Resources align with Curriculum for Wales and build problem-solving, teamwork, and creativity skills. To find out more, go to: https://www.romodels.org/
The Sustainability Academy	Offers resources and training on workplace sustainability, including: • energy conservation • waste reduction • sustainable transport • clean air initiatives Connects sustainability actions to the UN Sustainable Development Goals (SDGs). To find out more, go to: https://www.thesustainabilityacademy.co.uk/
Keep Wales Tidy (Eco-Schools Wales)	Supports schools in developing eco-projects linked to recycling, biodiversity, and sustainable communities. Provides bilingual resources to connect classroom learning to local environmental action. To find out more, go to: https://keepwalestidy.cymru
WWF Cymru - Education Resources	Offers free Welsh-focused classroom packs and activities on climate change, biodiversity, and sustainable development. Includes links to the Global Goals and encourages learners to take eco-action in their communities. To find out more, go to: https://www.wwf.org.uk/get-involved/schools

Natural Resources Wales	Responsible for environmental protection and regulation, as well as the maintenance of natural resources throughout Wales. Offers a variety of resources aimed at promoting sustainable management of natural resources and understanding environmental issues, including: • learning materials on topics like flooding, woodlands, trees and sustainability • activities and games that teach about animals, habitats and environmental conservation • lesson plans and presentations focused on forests, deforestation and sustainable practices To find out more, go to: Natural Resources Wales
Walk Wheel Cycle Trust	A UK charity dedicated to making it easier for everyone to walk, wheel and cycle. Provides free educational resources like the Active Journeys programme and Big Street survey, and classroom activities on active travel, health and environment. To find out more, go to: Home - Walk Wheel Cycle Trust

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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