

Overcoming barriers

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Overcoming barriers
Suite	Skills for Work
Unit Codes	S661E1 S661E2 S661E3 S661L1 S661L2
GLH	10
Unit Aim	To develop Learners' ability to build resilience and overcome barriers in a work context by communicating choices, preferences and points of view, as well as by developing strategies to challenge others.
Unit Summary	This unit focuses on helping learners develop the skills, confidence and resilience needed to overcome barriers in a work context. Learners will explore the challenges that can arise in vocational and workplace settings, including personal, social and organisational barriers, and practise strategies for responding effectively. Through practical activities, discussions, role play and reflection, learners will develop the ability to communicate choices, preferences and points of view, as well as to challenge situations or behaviours constructively. The unit encourages learners to build problem-solving skills, self-awareness and resilience, preparing them for successful participation in further training, employment or work-based experiences. At Entry Level, learners are introduced to the concept of barriers in a work context and supported in developing confidence to respond to challenges. They will explore common personal, social and practical barriers and start to become aware of choices, preferences and opinions, using familiar or supported methods. Through guided activities, learners will begin to use simple strategies to overcome barriers, build basic problem-solving skills, and reflect on their experiences in a safe, supportive environment. At Level 1 and Level 2, learners develop a deeper understanding of barriers in more complex work contexts and how these can affect themselves and others. They will analyse a wider range of barriers, communicate choices, preferences and points of view effectively in professional situations, and develop strategies to challenge barriers constructively. Learners will demonstrate resilience, apply problem-solving skills, and critically reflect on their responses and outcomes, preparing them for vocational progression, employment or further training.

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Areas of learning and experience: This unit supports multiple Areas of Learning by helping learners develop personal and social skills within vocational contexts. It aligns closely with Health and well-being, as learners explore resilience, self-confidence and strategies for managing challenges. The unit also supports Humanities through considering the impact of social and organisational barriers on themselves and others, and the Statement of What Matters: *Our decision-making impacts on the quality of our lives and the lives of others*. Languages, literacy and communication are also included through discussion, role play, and reflections on real-world work scenarios, encouraging learners to consider the impact of social and organisational barriers on themselves and others.

Integral and cross-curricular skills: This unit supports the development of integral skills by helping learners build Personal effectiveness, resilience and confidence in responding to workplace challenges. Critical thinking and problem-solving are developed as learners identify barriers and select appropriate strategies to overcome them, while Creativity and innovation are encouraged through exploring different ways to communicate choices, preferences and points of view. Planning and organising skills are supported through preparing for tasks, managing time and developing simple action plans.

The unit also develops cross-curricular skills – learners practise Literacy through discussion, role play and reflection using appropriate workplace language and tone. Numeracy is supported through managing time, tasks and priorities, while Digital competence may be developed through using digital tools to record evidence, communicate ideas and support learning in vocational contexts.

Cross-cutting themes: Through exploring barriers and workplace scenarios, learners develop understanding of Relationships and sexuality by recognising respectful communication and collaboration with others. Human rights and Diversity are addressed as learners consider equality, fairness and inclusion in responding to barriers. The unit also promotes links to Careers and work-related education, building awareness of careers and work-related experiences, encouraging learners to reflect on the skills, behaviours and strategies needed for success. Opportunities to discuss workplace issues in Local, national and international contexts help learners understand how barriers and workplace practices may vary across different settings.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of barriers that may arise in a work context	E1 1.1 Point out one barrier they may face in a work or learning situation. E1 1.2 Give a simple example of when the barrier might occur.	E2 1.1 Recognise at least two barriers that may arise in a work context. E2 1.2 Indicate how these barriers could affect their work or learning.	E3 1.1 Suggest at least three barriers that may arise in different work contexts. E3 1.2 Give a description of the possible impact of these barriers on themselves or others.
LO2 Be aware of choices, preferences and points of view in a work context	E1 2.1 Point out a simple choice or preference related to work or learning.	E2 2.1 Recognise choices or preferences in a familiar work context.	E3 2.1 Give a description of choices, preferences and points of view in a work context. E3 2.2 Give a simple point of view about a work-related situation.
LO3 Be aware of simple strategies to respond to barriers and challenges	E1 3.1 Point out one way to deal with a barrier or challenge with support.	E2 3.1 Select a suitable strategy to respond to a barrier or challenge. E2 3.2 Identify why the chosen strategy helps to deal with the barrier or challenge.	E3 3.1 Suggest appropriate strategies to respond to barriers or challenges in a work context. E3 3.2 Give a description of how one of these strategies is effective in responding to barriers or challenges in a work context.

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 barriers to participation and progression in a work context	L1 1.1 Identify common barriers that may affect participation in a work context. L1 1.2 Explain how these barriers may impact work performance.	L2 1.1 Analyse a range of barriers that affect participation and progression in work contexts. L2 1.2 Evaluate the impact of these barriers on themselves and others.
LO2 Understand choices, preferences and points of view in a work context	L1 2.1 Present choices and preferences clearly in a work-related situation. L1 2.2 Give a point of view using appropriate language and tone.	L2 2.1 Suggest choices, preferences and points of view confidently and clearly in a work context. L2 2.2 Use communication effectively to suit different work contexts or audiences.
LO3 Be able to use strategies to challenge others and overcome barriers	L1 3.1 Identify strategies to overcome barriers or challenge others appropriately. L1 3.2 Use a strategy to respond to a barrier or disagreement in a work context.	L2.3.1 Develop effective strategies to challenge others constructively. L2.3.2 Demonstrate resilience by managing barriers in a work context and reflecting on outcomes.

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 Overcoming barriers include Personal development planning, Interview and confidence techniques, Rights and responsibilities in the workplace, Fairness and inclusion in the workplace, Building a growth mindset, Wellbeing and work, Customer service, Teamwork, Understanding self and others, Equality, diversity, and inclusion and Community participation. These units complement each other by supporting learners to develop the personal, social and employability skills needed to succeed in work and learning contexts. Together, these units create a coherent and supportive programme that prepares learners for sustained participation and progression in the workplace.

There may also be links to other WJEC qualifications including GCSE Social Studies, and Sociology 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	• Barriers may be personal, social, or practical. • Learners may recognise barriers through: • discussion • pictures, symbols or scenarios • real or simulated work situations. • Barriers may be temporary or ongoing.

	Examples of barriers include: • lack of confidence or anxiety • difficulty understanding instructions • problems with timekeeping or travel • communication difficulties • disagreements with others • lack of experience or skills. For Level 1 and 2 learners: • Learners consider how and why barriers occur. • Barriers may be: • individual (skills, confidence, motivation) • interpersonal (conflict, communication styles) • organisational (rules, workload, expectations). • Learners may draw on real experiences or case studies. Examples include: • analysing how lack of feedback affects motivation • exploring how time pressure impacts performance • considering how workplace attitudes create barriers • identifying barriers to progression such as limited training.
LO2	• Awareness may be demonstrated through recognition, identification or simple description, depending on the Entry Level. • Communication may be supported and can include verbal, non-verbal or alternative methods. • Learners may explore their own views as well as those of others in familiar or simulated work situations. • Emphasis is on recognising and acknowledging different viewpoints rather than evaluating them. Examples include: • pointing out a preferred task or way of working • recognising when a choice is offered in a work activity • describing different preferences within a group task • identifying that others may have different points of view • giving a simple opinion about a work-related situation when prompted. For Level 1 and 2 Learners: • Understanding may be demonstrated through presenting or suggesting ideas, rather than simply stating them. • Learners consider how communication style, language and tone affect how messages are received in the workplace. • Communication should reflect expectations of professional behaviour, respect and clarity. • Learners explore how different work contexts or audiences influence the way choices and viewpoints are shared.

	Examples include: • presenting a preferred way of completing a task during a team activity • giving a reasoned point of view about a work-related issue or decision • suggesting alternative options during a discussion or problem-solving activity • adjusting language or tone when speaking to a supervisor compared to a peer • communicating confidently in meetings, role plays or simulated work scenarios.
LO3	• Strategies may be suggested or chosen by the learner. Examples of strategies include: • asking for help or guidance • taking a short break, if possible • using reminders or checklists • talking to a tutor, supervisor or peer • trying again after making a mistake. • Staying calm when something goes wrong Give simple reasons for the effectiveness of these strategies. For Level 1 and 2 Learners: • Challenging others should be constructive and appropriate. • Learners are expected to show resilience and problem-solving. • Reflection may be used at Level 2 to evaluate effectiveness. Examples of strategies include: • negotiating solutions to disagreements • suggesting alternative approaches • using evidence to support a viewpoint • managing emotions in difficult situations • seeking feedback and acting on it • reflecting on what worked and what could improve.

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:

- identify barriers using pictures, symbols or short workplace scenarios
- group discussion on 'things that make work difficult' using prompts
- role play asking for help or expressing a simple preference
- matching activities linking barriers to simple solutions
- supported reflection on a challenge faced during a practical task
- tutor-led demonstrations of coping strategies (e.g. staying calm, asking questions)
- paired activities practising turn-taking and respectful listening
- simple action plan identifying one barrier and one way to manage it.

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

- analyse workplace case studies involving barriers and conflict
- role play challenging conversations with peers or supervisors
- group discussion on resilience and professional behaviour at work
- practical tasks with planned obstacles to test problem-solving
- learner-led presentations on strategies for overcoming barriers
- structured debates to practise expressing and defending viewpoints
- reflective journaling on a workplace or placement challenge
- developing a personal strategy plan for managing future barriers.

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:

- assessor observation records of learner participation and behaviour
- learner witness statements (written, verbal or recorded)
- tutor or supervisor witness testimony
- completed worksheets or structured activity sheets
- short reflective accounts or learning logs
- audio or video recordings of role play or discussions
- annotated photographs of learners engaged in activities
- case study responses or scenario-based tasks
- action plans or personal strategy plans
- peer feedback forms or discussion summaries
- question-and-answer records (oral or written)
- evidence from work placement or simulated work environments.

Experiences

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

- Learners take part in a short work placement or a structured, simulated work environment where they are given real tasks and responsibilities. They encounter common workplace barriers such as time pressure, unclear instructions, or working with others. Learners practise expressing needs, asking for support, and using strategies to overcome challenges in a realistic setting.
- An employer, tutor, or workplace representative presents real examples of barriers faced in their job role. Learners discuss how they would respond, practise expressing viewpoints, and explore appropriate ways to challenge others constructively. This helps learners understand expectations of professional behaviour and resilience in real workplaces.
- Learners work together to complete a practical vocational task with deadlines and shared roles. Natural barriers such as disagreements, uneven workload, or communication issues arise and must be managed. Learners practise negotiation, problem-solving, and reflecting on how they overcame barriers as a team.

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

ACAS	Acas Making working life better for everyone in Britain Provides impartial advice on workplace relations.
The King's Trust	The King's Trust Confidence, courses, careers Practical skills for overcoming barriers in a work context, building confidence and resilience.
Careers Wales / Gyrfa Cymru	Overcoming barriers – information and advice on returning to work and examples of overcoming barriers.
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.
Spectrum	Spectrum Project - Educating schools in Wales about Domestic Abuse and Healthy Relationships.

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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