

**Criteria for the Diploma qualifications  
in humanities and social sciences at  
foundation, higher and advanced levels**  
Principal learning  
Version 1



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## **Ofqual**

Ofqual, the Office of the Qualifications and Examinations Regulator, is the new regulator of qualifications, exams and tests in England. It ensures children, young people and adult learners get the results their work deserves, that standards are maintained and that qualifications count now and in the future. We also make sure that the qualifications available meet the needs of learners and employers.

The government will be bringing in legislation to establish Ofqual as the regulator of qualifications. Until this legislation is passed, Ofqual will operate as part of the Qualifications and Curriculum Authority. Afterwards, Ofqual will be accountable to parliament.

## Purpose

The purpose of this document is to record a full set of criteria for level 1, 2 and 3 principal learning qualifications for the Foundation, Higher and Advanced Diplomas in humanities and social sciences. It also sets out the overall aims of the Diplomas in humanities and social sciences.<sup>1</sup>

This document should be read in conjunction with the Ofqual document *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990) at [www.ofqual.gov.uk/files/OAC\\_diplomas\\_v2.pdf](http://www.ofqual.gov.uk/files/OAC_diplomas_v2.pdf), which defines the overarching criteria for all Diplomas at foundation, higher and advanced levels, and the *Line of learning statement in humanities and social sciences* produced by the Diploma development partnership representing the industries covered.

All references to guided learning hours (GLH) within this document are for the purposes of ensuring that at each level there is sufficient content specified to enable the design of qualifications. GLH are not intended to indicate final unit sizes or design.

The purpose of the line of learning criteria is twofold:

- to provide the regulatory tools (alongside the overarching criteria) that the regulators will use to accredit qualifications that are developed for the Diploma and to admit qualifications and/or units of accredited qualifications into the Diploma catalogue
- to specify the requirements against which awarding organisations will develop their principal learning qualifications for the Diploma.

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<sup>1</sup> Principal learning is taken at level 1 for Foundation Diplomas, level 2 for Higher Diplomas and level 3 for Advanced Diplomas.

## Aims

The general aims of the Diplomas are identified in Section 2 of the document *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990).

The purpose of the Diploma in humanities and social sciences at foundation, higher and advanced levels is to introduce learners to the world of humanities and social sciences. It is for all learners and has particular relevance to learners aged 14–19 who seek to acquire knowledge and develop skills in the broad context of the humanities and social sciences.

Principal learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

Each Diploma in humanities and social sciences will:

- enable individuals to acquire relevant personal, learning and thinking skills (PLTS) in the context of the extended family of humanities and social sciences disciplines
- give opportunities to practise and acquire essential functional skills in English, mathematics and information and communication technology (ICT), which are relevant to the level and delivered in the context of humanities and social sciences
- enable learners at levels 1 and 2 to progress to level 2 and 3 qualifications both within and beyond the line of learning.
- enable learners at level 3 to progress to relevant level 4 qualifications in higher education and further education
- support progression to other Diplomas and to further education, apprenticeships, training and employment both within and beyond the line of learning
- aid effective transition to further education, work-based learning or higher education and to working life by providing a wide range of transferable skills and knowledge
- provide a motivating learning experience through a blend of general education and applied learning within a coherent and stimulating programme

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higher and advanced levels

- provide learners with the ability to recognise and transfer skills in their studies and later in real-life situations
- develop the ability to take ownership of tasks, projects and personal progression, accepting responsibility for enquiry development and recognising and presenting outcomes
- create understanding around different forms of communication and how and when these can be used most effectively
- encourage learners to evaluate and differentiate between information and opinions from a variety of sources, including their own and their peers'
- enable learners to substantiate arguments rather than simply assert their views.

## Vision<sup>2</sup>

To equip learners with the knowledge, skills and attitudes necessary to understand themselves and their world, and to shape its future.

This Diploma will engage and excite 14–19 year olds through the study of the dilemmas, challenges and opportunities to make a difference, facing individuals and society at a time of rapid social, economic and environmental change. Learners on the Diploma will develop the questioning attitude, curiosity and information literacy that are so relevant and valued today.

Learners completing these Diplomas will be activists, forces for change, explainers, listeners and advocates. They will enquire and research, uncover and explore options and they will debate possibilities. They will be numerate, literate and ICT capable and understand the world in a way few other qualifications allow them to do. The transferable employability skills they acquire will be applicable in every walk of life and will open doors to potentially every sector of industry and almost any organisation. They will be communicators, team workers, future leaders and managers and be equipped with an understanding of people's attitudes, values and beliefs.

This Diploma is founded on the strengths and traditions of an extended family of humanities and social science academic disciplines, which share a focus on the study of people, the environment they live and work in and society. The development of this Diploma has drawn on a range of disciplines, some of which are familiar to learners from previous key stages in the statutory curriculum (citizenship, English literature and language, geography, history and religious education). Within the Diploma these familiar subjects are further enriched by other subject areas from the humanities and social sciences, including archaeology, classics, classical civilisation, economics, government and politics, law, philosophy, psychology, sociology and world development.

The unique nature of the Diploma is that it offers an integrated learning experience, giving learners the opportunity to see the links between 'subjects' and how real life issues or questions can only be meaningfully engaged with by drawing on knowledge and understanding from across the humanities and social sciences. Learners will have the opportunity to develop skills in one area and apply them in other subject

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<sup>2</sup> This section is drawn from the line of learning statement for the Diploma and has been developed by the Diploma development partnership.

disciplines. For example, skills in the critical analysis of textual sources may be learned in the context of historical studies and then applied or adapted to the review of evidence presented to support a policy development or to the critique of an editorial article.

Subject-specialist teachers will want to work creatively not just with other teachers and tutors in schools and colleges but also in partnership with higher education, employers, parents and other stakeholders, such as local community and religious leaders, health and social services, youth and justice experts, theatre and arts specialists, historians, archaeologists, museums and galleries, to provide inspiring teaching and learning. The work experience and project elements of the Diploma offer valuable opportunities to capitalise on these local and national resources.

Learners taking the Diploma in humanities and social sciences will have the opportunity to apply their learning to personal, local, national and global contexts working with appropriate organisations and groups, inside their schools and colleges and beyond. They will have the opportunity to acquire knowledge and skills, which, with appropriate judgement and adaptation, they will be able to transfer or re-apply with increasing independence. The variety of their experiences and relationships will permit them to reflect critically on their own and others' views and actions.

The concept of applied learning for the Diploma in humanities and social sciences will give the learner ownership of the tasks, projects and activities they undertake, and allows them opportunities to apply a range of skills, knowledge and understanding to make decisions, solve problems and negotiate outcomes. Learners are able to apply their learning across a range of contexts, from personal to local, national and global. They are able to employ a range of transferable skills, including the ability to think laterally, to use their initiative and to take responsibility for the choices, decisions and judgments they make. They can also reflect critically on their own and others' views and actions, which will then inform their future work and or continuing study.

As they progress forward in their educational life and career the role of ICT, the web and mobile devices will play an increasingly important part in their lives and the Diploma holds the key in embracing new ways of working, thinking, networking and communicating. Every opportunity to maintain a positive and developing relationship with technology should be taken, not just in their social life but also as a key to a successful professional life.

To meet the vision, all specifications must offer opportunities to engage with each of the subject areas.

## **Key stage 4**

Principal learning for the Diploma in humanities and social sciences at foundation and higher levels will take place alongside the delivery of the statutory key stage 4 programmes of study and will offer learners valuable opportunities to apply some key concepts and processes from programmes of study for English, mathematics and citizenship, and religious education (a statutory subject with a non-statutory programme of study). There are also opportunities to consider some aspects of science and how these impact on individuals and society. This should help to reinforce their knowledge and understanding and enable them to see how skills acquired in one subject area can be applied to their learning in the context of humanities.

Learners' individual ICT skills, developed in line with key stage 4 programmes of study, can be applied and enhanced using a wide range of opportunities and contexts within humanities and social sciences. The Diploma in humanities and social sciences can provide opportunities to introduce learners to new equipment or specialist applications. Learners will also be able to review and reflect critically on the use of technology within the context of humanities and social sciences and more broadly to explore the impact of technology on their own lives and those of others.

As part of the qualification development process, curriculum guidance will be produced which will include examples of opportunities to develop and exploit connections between principal learning in the Diploma and learning in other areas at key stage 4 through the statutory programmes of study, and entitlement areas. The aim of this guidance is to support consortia to design a coherent learning experience for each young person on their Diploma programme.

## Diversity and inclusion

Diplomas will enable all learners to be assessed by means of internal and external assessment, differentiating only on the basis of learners' abilities to meet the assessment requirement. Diplomas will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. There must be fair and equal access to the Diploma for a diverse range of learners, so that all can benefit from the high-quality applied learning in employability skills, knowledge and understanding that it provides.

Awarding organisations must design assessment requirements so that there are no barriers to achievement for disabled people, unless the barrier is explicitly justified as a competency standard in line with the *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications (Ofqual/08/3990)*. There must also be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion/belief.

The development of principal learning qualifications and all associated tasks of assessment, awarding and appeal must take into consideration the needs of all potential learners to ensure that there are no barriers in terms of disability, gender, race, age, sexual orientation and religion/belief. Awarding organisations should take steps to remove any barriers, particularly for disabled learners, and, where required, make reasonable adjustments. This includes the design of information and communication hardware and software, and the formatting of communication in hard copy or online.

Reasonable adjustments for disabled people must be offered where these are still needed.

Reasonable adjustments should reflect the learner's usual methods of working and not invalidate the competency standard of the assessment requirements.

Awarding organisations may allow assessment in British Sign Language. Where more than one language is used, the awarding organisations must put adequate mechanisms in place to guarantee the consistency of assessment across the different languages.

To support the requirements above, awarding organisations must have procedures in place to ensure relevant staff and associates are trained in ensuring equality in the design, development and subject matter of qualifications, assessment and awarding procedures, language used in assessment, and systems used to ensure consistency of standards across options, centres and time. They must also ensure that the centres they register do the same and use buildings that provide access for all learners in accordance with equalities legislation.

The Diploma qualification must include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues.

**Notes**

Ofqual's regulation promotes equality and aims to eliminate discrimination for all the six strands of diversity in England, namely, disability, gender, race, age, sexual orientation and religion/belief.

## Themes

The humanities and social sciences Diploma development partnership has developed four overarching themes that underpin the **principal learning**. The themes are:

- **The individual in society** – this theme is concerned both with how individuals function within their own environment and wider society, and how an individual can effect change in his or her community and workplace or in his or her own individual actions.
- **People and change** – this theme relates to understanding change, what drives it and different responses to it.
- **People, land and environment** – this theme relates to the physical and ideological relationships between societies and the landscapes in which people find themselves. It also focuses on ways in which people's values, attitudes and beliefs differ and how these may influence social, religious, economic, political and environmental issues.
- **People and power** – this theme relates to the concept of power in relation to society, community and personal situations.

These themes embody a wide range of concepts associated with the humanities and social science subjects, which stakeholders have identified as crucial to this Diploma. The themes have been identified specifically because they provide opportunities for development across the subject disciplines, as well as supporting the interdisciplinary approaches within the Diploma.

## Structure

<b>Structure of the Diploma in humanities and social sciences</b>			
<b>Level</b>	<b>Foundation</b>	<b>Higher</b>	<b>Advanced</b>
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning (GLH)	120	180	360

## Foundation Diploma – level 1 principal learning

### Summary of topic titles

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
1.1	Introducing ideas of culture and identity	60
1.2	Exploring characteristics of places	60
1.3	Developing communication skills	30
1.4	Investigating what we value	30
1.5	Making a difference	60

## **Topic 1.1 Introducing ideas of culture and identity (60 GLH)**

Individuals, groups and communities can identify themselves in a number of ways and use creative means to express their identity. By accessing these creative expressions of identity people can learn more about the nature of individuals and groups. Those working in the broadcast media and heritage industry bring us insights into our own and other cultures, now and in the past. Being able to recognise and appreciate one's own identity and those of others is critical to living and working successfully alongside others.

This topic explores communities and cultures and how they have developed over time. Learners will examine other peoples' perspectives and the factors that contribute to them. Learners will explore ways in which identities are expressed through varying cultural forms. Through understanding self and others, learners will develop the interpersonal skills necessary for social interactions and effective contributions in the workplace.

This topic links to 1.2, 1.3 and 1.5.

Learners must know and understand:

1. the factors that make up the identity of an individual, including family, location, religion and belief, gender, history, language, socio-economic factors, culture, traditions, nationality, spirituality, age, disability, sexual orientation, race and personal choices
2. ways in which identities are creatively expressed through cultural forms, media and literature and why people's perceptions of identity vary
3. what a community is and how communities develop over time
4. cultural similarities and differences that exist between individuals, groups and communities locally and globally
5. why attitudes towards aspects of belief come from a range of different sources, including religion and belief, ethnicity, gender, age and ability
6. ways in which belief and values can influence personal behaviour
7. how personal behaviour, attitudes and values can change over time
8. ways in which behaviour and attitudes affects communication and relationships with others
9. ways in which people effectively interact with others.

Learners must be able to:

1. interpret identities expressed through cultural forms and media
2. present self for specific purposes
3. interact with individuals and groups
4. reflect on self when interacting with others.

In order to engage with this topic effectively, learners must use the following PLTS:

- effective participators
- self-managers
- reflective learners.

## **Topic 1.2 Exploring characteristics of places (60 GLH)**

Individuals have links with many places through, for example, interests, work, family, food and travel. Places come in many different sizes; cities, towns, villages, neighbourhoods and areas with a common natural environment. They provide an essential context for our lives and they are connected regionally, nationally and globally.

Through this topic learners will find out how places are defined by their location, their natural and human characteristics, how they have developed over time and the ways in which they continue to change today. They will learn that many places have a strong legacy from the past and they are shaped today by regional decisions and national influences.

Enquiry skills underpin much of the learning in humanities and social sciences and can be applied in a range of different contexts. Learners will learn how to observe places to determine the natural and human characteristics. They will learn how sources of information can be used to support their investigations. As a result of exploring differing places learners will be able to present the characteristics of an area in relation to a specific purpose.

This topic links to 1.1, 1.4 and 1.5.

Learners must know and understand:

1. key natural and human characteristics that define places
2. size and scale of different places
3. ways in which places have developed and the historical evidence left behind
4. natural and human characteristics of places needed for different purposes
5. drivers of change in places and how these may impact on the lives of people and communities within them
6. places are shaped today by regional decisions and national influences and how they fit into a global picture
7. what connects places together
8. what makes up a local economy
9. the relationship between trade, the local economy and employment opportunities
10. the role of sustainability in the development of places

11. sources of information available to investigate a locality, including local historical records, maps and geographical information systems (GIS) and how to use them
12. ways in which observation can be used to investigate the characteristics of places.

Learners must be able to:

1. set criteria for observation
2. observe natural and human characteristics
3. use sources of information to investigate a locality
4. present natural and human characteristics of a place.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- effective participators.

### **Topic 1.3 Developing communication skills (30 GLH)**

Being able to communicate effectively with each other is an essential part of daily life and work. People need to be able to express themselves clearly and react to communication appropriately in different social and work situations. Many organisations use persuasion to encourage us to buy their goods or use their services, politicians try to persuade us to support them. Knowing how we react to different types of communication can make us more informed and effective communicators.

The purpose of this topic is to introduce learners to ways in which different communication is used and to develop their own two-way communication skills. Learners will be introduced to different styles of communication and will learn how styles can be used and adapted to suit differing purposes and audiences. Learners will develop communication skills so that they can persuade others and inform audiences.

This topic links to topics 1.1 and 1.5.

Learners must know and understand:

1. styles and forms of communication, including non-verbal, oral and written, and their usage
2. purposes of communication, including exchanging information, appreciating art and literature, conducting trade, sharing cultural practices, building relationships, enforcing rules and distributing ideas
3. how communication has developed over time and how technology impacts on communication both in the UK and in less economically developed areas
4. ways in which communication is used creatively
5. ways in which styles and forms of communication are adapted to suit the audience including ICT and textual sources
6. impacts of communication styles on the two way communication process
7. effects of non-verbal communication when interacting with others
8. the importance of showing sensitivity in communication
9. language used to persuade and inform others.

Learners must be able to:

1. inform audiences
2. use persuasive language
3. adapt communication for different audiences
4. use ICT to communicate with others.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- effective participators.

## **Topic 1.4 Investigating what we value (30 GLH)**

Many people express strong opinions about things that they care about both in their community and the wider world, including what they want to keep and what they want to change. Decisions about what are the most critical issues, about which action should be taken, are informed by putting together a case based on evidence.

This topic enables learners to explore issues that matter to themselves and those around them. Learners will examine issues that affect their community, society and environment and learn how to find out people's views. They will learn how to use questioning techniques effectively and discover ways in which surveys can be used to assess the extent of people's views on matters they care about. Learners will learn how to use evidence effectively so that they are able to put together justified cases.

This topic links to topics 1.3 and 1.5.

Learners must know and understand:

1. social, economic and environmental issues that communities and the wider world care about
2. why people have differing responses to change
3. professions and organisations which are involved in resolving issues
4. ways in which surveys are used to assess people's viewpoints including using ICT
5. questioning techniques used to find out people's views
6. how to sensitively and effectively phrase questions
7. ways in which to judge the extent of people's views
8. ways in which evidence is used to prepare cases.

Learners must be able to:

1. use questioning techniques
2. analyse surveys
3. prepare a case using evidence.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- effective participators.

## **Topic 1.5 Making a difference (60 GLH)**

Decisions are made on a daily basis that influence life and the environment at every level: individually; in the workplace; locally; nationally; and internationally. At times people might disagree with some rules, policies or decisions. Understanding how and why decisions are made, who makes them and the potential to influence decisions is crucial in helping people to engage with and influence the processes and policies which shape the lives of others and their environment.

Through taking part in the decision-making process learners will appreciate how an individual can help to bring about change for others and themselves. Learners will examine the decision-making process, rules and policies to determine where changes can be made. Learners will develop skills to work in a team and in doing so they will be more effective team members when collaborating to campaign for change.

This topic links to topics 1.3 and 1.4.

Learners must know and understand:

1. the purpose of policy, how it is decided and who makes policy decisions
2. why policies, rules and decision-making processes differ
3. situations when people respect policy decisions even if they have differing viewpoints
4. how authority is established, including appointment and election
5. ways in which people access and engage with the decision-making process in society and at work
6. the relationship between voting and policy including the struggles for the right to vote at different times in history and some of the key events in that struggle
7. impacts of local, national and global policy decisions
8. how people work in teams to develop and challenge decisions
9. the characteristics of an effective team member and an effective team
10. what a lobby and a campaign is and ways in which campaigns are organised
11. the organisations involved in advocating and campaigning for change.

Learners must be able to:

1. contribute to the organisation of a campaign for change
2. contribute to teamwork
3. reflect on their ability to work as part of a team.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- team workers
- self-managers
- effective participators.

## Higher Diploma – level 2 principal learning

### Summary of topic titles

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
2.1	Planning effective research	60
2.2	Learning lessons from the past	60
2.3	Investigating people and their environment	60
2.4	Investing in the future	60
2.5	Engaging with policy making	60
2.6	Communicating messages	60
2.7	Self, others and working together	60

## **Topic 2.1 Planning effective research (60 GLH)**

Being able to plan research to acquire, analyse and synthesise information for a specific purpose is an essential skill for humanities and social sciences and in working life such as market research, business planning and project management.

This topic explores a range of research methods, sources and approaches to enquiry. Learners will explore the relationship between questions, investigations, information and methodologies. Learners will have the opportunity to develop creative approaches to address research. They will examine the methodologies used in different contexts so that they are able to select, plan and develop appropriate methodologies that are fit for purpose.

The knowledge, understanding and skills developed in 2.1 underpin other topics. Through exploring research methodologies for different contexts within humanities and social sciences and differing situations learners will be more informed to carry out research in topics 2.2, 2.3 and 2.4.

Learners must know and understand:

1. the purpose of research and how that drives the methodology used
2. the role of hypotheses and how they are constructed
3. the nature of the enquiry cycle and its use in testing hypotheses
4. ethical, emotional or contentious views that may underlie research
5. when to use quantitative and qualitative methods, and the types of information they provide
6. the distinctive features of sources of information including textual sources
7. ways in which methodological approaches to enquiry are used by the different humanities and social sciences disciplines
8. relationships between questions, investigations, information and methodologies
9. different research methods used in enquiries, including surveys, questionnaires and comparisons and their merits for different purposes
10. ways in which information technology is used to construct and administer research methodologies and how technology can support the analysis and interpretation of data
11. why certain information has restricted access

12. the need to phrase questions relevant for the purposes of enquiry
13. the need to judge the extent to which sources are authoritative and how quality and quantity of online sources are judged
14. how to plan a research investigation, including the use of resources, time and scope for an enquiry.

Learners must be able to:

1. construct a hypothesis
2. plan a research enquiry
3. devise a research methodology
4. design a research tool.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers
- self-managers.

## **Topic 2.2 Learning lessons from the past (60 GLH)**

Society is constantly changing and to have knowledge of the factors that have driven social change in the past provides us with valuable insights into factors driving or influencing change. An informed perspective of social change is crucial to understanding different contexts and the decision-making process. Leaders and decision makers for example, benefit from exploring past policies and their impact before implementing new policies.

Through this topic learners will examine global, national and local social changes to determine the causes of change and the individuals, groups and movements that initiate, implement or oppose them. Learners will explore the chronology of social change and the effects of historical change on society. Through an in-depth study of social change learners will be able to reflect how historical change has affected societies and will be able to draw on lessons learnt from the past to anticipate reactions to social change.

This topic links to topics 2.1, 2.3 and 2.4.

Learners must know and understand:

1. factors that drive social change and continuity including scientific, economic, migratory, political, technical developments, education, belief, conflict and human behaviour
2. types of reactions to social change and how individual and group reactions differ
3. the chronological frameworks of social development
4. relationships between key individuals, groups and movements and social change
5. effects of social change on the lives of individuals, communities and identities
6. how perceptions of social change differ
7. ways in which social change has been expressed and understood through the arts and literature
8. ways in which research materials are used to understand social change.

Learners must be able to:

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1. use information including textual sources
2. critique information
3. synthesise information
4. anticipate reactions to change.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers
- reflective learners.

## **Topic 2.3 Investigating people and their environment (60 GLH)**

The nature and resources of the built and natural environment, both in the past and present, affect decisions about where to live, and can impact on how economies and societies develop. People also increasingly act as drivers of change in the environment, through individual behaviour and collectively through processes of economic development and social change. Understanding how different people and societies value and perceive the environment helps us to assess their attitudes to its exploitation as a natural resource. Building on their understanding of all three of these different aspects learners will apply creative problem-solving skills to the management of the human relationship with the environment.

Fieldwork is essential to humanities and social sciences and is used, for example, by archaeologists to excavate sites, and by geographers working as consultants and in Non-Governmental Organisations (NGOs) to investigate environmental change. Through this topic learners will develop fieldwork skills and learn how to collect and use data about the environment so that they can effectively investigate environmental issues.

This topic links to topics 2.1, 2.2 and 2.4.

Learners must know and understand:

1. ways in which the environment has influenced economic development, human settlement and transport
2. how human behaviour, technology, and economic and physical processes shape and change the natural and built environment and how they are interconnected
3. ways in which levels of economic development, and cultural differences, affect relationships between people and the environment
4. environmental characteristics and issues that have arisen as a result of direct human exploitation of the environment and indirect accelerated human impacts
5. patterns that exist in the interactions between social, economic, technological and environmental change
6. ways in which the demands, needs and lifestyles of people and communities contribute to the sustainable and non-sustainable development of an environment
7. local, national and global organisations concerned with environmental management and exploitation

8. relationships between technology and human behaviour and how technology can be used to monitor and mitigate negative impacts on the environment
9. ways in which fieldwork is organised to plan and gather data on the environment, including logistics
10. ways in which environmental processes are measured and recorded
11. specialist tools, resources and data that provide information about the environment and its change over time, including geographic information systems (GIS), maps, census and town planning records and how to use them.

Learners must be able to:

1. use specialist fieldwork tools and resources
2. analyse data
3. measure environmental characteristics
4. record environmental characteristics
5. propose solutions to environmental issues.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- effective participators.

## **Topic 2.4 Investing in the future (60 GLH)**

Economies operate on various scales from local to global, and all are shaped by interrelated systems of laws and behaviour. It is important to recognise the wide range of factors that can contribute to changes in the economy and the effects of these changes on individual lives and local economies.

Through this topic learners will explore the relationship between local, national and global economies and the impacts of wealth and poverty on and between societies and individuals. Learners will examine the relationship between the economy and personal wellbeing. They will learn about some of the economically sustainable enterprise ideas that exist such as the enterprise activities of charities. Learners will develop their own creative thinking skills so that they are able to put forward ideas that benefit the community. Through understanding how the economy affects individuals, learners will be more informed so that they can anticipate risks and develop ideas that can benefit the future.

This topic links to topics 2.1, 2.2 and 2.3.

Learners must know and understand:

1. what constitutes economic wellbeing
2. what trade is and why people have differing views on the value of money
3. where money comes from and why some countries and people are richer than others
4. perceptions of wealth and poverty differ and how wealth impacts on society including globalisation, morality in a global market and personal wellbeing
5. how the arts and literature deal with issues of class and wealth
6. relationship between poverty and wealth and how the economy affects employment opportunities, business growth and communities
7. interdependency between local, national and global economies and how technology, natural sources, human behaviour, conflict, environment, religion, culture and ideology impact on economic activity
8. organisations involved with and affecting economies including local, national and global
9. relationships between enterprise and wealth creation including investment risks

10. sustainable enterprise ideas that exist and how innovation and creativity benefit business and society
11. types of regulations relating to production and trade, including tariffs, protectionism, free markets and capitalism.

Learners must be able to:

1. generate enterprise ideas for profit and social benefit
2. anticipate risks associated with enterprise
3. present enterprise ideas to benefit communities.

In order to engage with this topic effectively, learners must use the following PLTS:

- effective participators
- creative thinkers.

## **Topic 2.5 Engaging with policy making (60 GLH)**

In our life and work we are governed by systems of laws and rules, rights and responsibilities. Policy decisions are made on a daily basis that influence life and our environment at every level: individually, in the workplace, locally, nationally and internationally. For example, employers may have to make changes to their staffing or recruitment procedures as a result of change in national employment policy; decisions by local councils can affect access to leisure facilities. Understanding why structures exist and the process of policy making enables individuals to engage directly with decision making.

Through this topic learners will explore the process of governance and how it impacts on people's lives and on our environment. They will examine how policy is made and how decisions are implemented. Learners will look at how governance has changed over time and how local, national and international authorities affect society. Through a practical understanding of the policy making process learners will be more informed so that they are able to present a persuasive case for change to policy.

This topic links to topics 2.2, 2.3, 2.4 and 2.6.

Learners must know and understand:

1. the nature of the formal and informal structures that govern lives, including those that originated in classical times
2. governance and policy making structures that exist in organisations, civil society and formal politics
3. what policy is and how it is formulated
4. strategies used to implement policy and why they differ
5. contextual constraints and opportunities involved in developing policy
6. ways in which media and technology is used to influence policy
7. how local, national and international policy has adapted over time to meet changing needs
8. ways in which the process of governance impacts on individual lives and their living environments
9. how policy decisions have been and are conveyed

10. processes used to engage with and influence policy making, including how individuals and communities are involved in decision making
11. why people may have different views on the effectiveness of policy
12. ways in which groups effectively campaigned for change in the past.

Learners must be able to:

1. present a case for change
2. propose changes to policy
3. develop a policy implementation strategy.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- effective participators.

## **Topic 2.6 Communicating messages (60 GLH)**

Communication has the power to influence the views and opinions of people. Every day each of us receives an ever-increasing number of messages communicated through a variety of media. Being able to filter the important 'messages' from the less significant and to critically evaluate the content of what is communicated is a crucial skill in our information rich society. In every job role communicating with others effectively and succinctly is vital both for an individual and for the success of their organisation.

In this topic learners will explore a variety of media such as literature, journals, popular magazines, television, the internet and personal communication so that they understand the merits of different forms of communication. Learners will examine how developments in technology can support new forms of communication and how they can influence the future development of ideas. They will develop the skills to critique information and media so they are able to assess how different forms of communication can take on different intended messages and assess communication skills used. Learners will explore the ways in which communication can be subverted and manipulated for specific purposes and audiences and will develop communication skills to enable them to be more effective communicators.

This topic links to topics 2.4 and 2.5.

Learners must know and understand:

1. styles and forms of communication, including verbal, non-verbal, oral and written, and their usage
2. relative merits of different forms of communication over time
3. how changes in technology affect communication
4. the power and influence of the media, art and literature
5. ways in which communication is used to persuade audiences
6. ways in which communication is adapted for different audiences and why showing sensitivity and listening skills are important
7. ways in which communication empowers individuals and groups
8. communication can be subverted and manipulated for specific purposes and audiences and why communication can have an emotional impact
9. the difference between subjective, objective and authoritative communication

10. how to be a discriminating recipient of communication
11. how to filter important messages from the less significant.

Learners must be able to:

1. develop communication strategies
2. use ICT to communicate with others
3. critique communication content
4. reflect on the effectiveness of communication.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- effective participators.

## **Topic 2.7 Self, others and working together (60 GLH)**

Being able to understand and recognise one's own values, attitudes and beliefs helps people to make informed choices in life and helps individuals interact more effectively in society.

In this topic learners will explore principles, practices and values. Through understanding more about people and self, learners will know how to react to and behave with different people. Learners will explore the factors that drive values, attitudes and beliefs so that they better understand the behaviour of self and others. Through a practical approach learners will develop teamwork skills. They will learn how to adapt behaviour in different situations and circumstances. Through understanding self and others, learners will be more effective team members.

This topic links to topics 2.2, 2.3, 2.4, 2.5 and 2.6.

Learners must know and understand:

1. factors that make up the identity of an individual, including family, location, religion and belief, gender, history, language, socio-economic factors, culture, traditions, nationality, spirituality, age, disability, sexual orientation, race and personal choices
2. different kinds of cultural, secular and religious beliefs, values and attitudes
3. types of values, attitudes and beliefs contributing to personal and community identities
4. factors that drive values, attitudes and beliefs
5. different opinions and points of view held by individuals
6. when to challenge other people's viewpoints and behaviours and how to respond
7. influences of emotional, psychological, environmental, cultural and ethical perspectives on human behaviour
8. ways in which behaviour is adapted in different situations and circumstances
9. current theories and models of team dynamics, including team leadership
10. how different leadership styles affect team performance
11. ways in which ICT can support collaboration, communication and sharing of ideas within teams.

Learners must be able to:

1. adapt behaviour to suit situation and circumstance
2. respond to differences
3. collaborate with others
4. reflect on own experience, beliefs, values and behaviours.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- team workers
- self-managers.

## Advanced Diploma – level 3 principal learning

### Summary of topic titles

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
3.1	Challenging knowledge, argument and evidence	60
3.2	Understanding beliefs, values and behaviours	60
3.3	Investigating diversity	60
3.4	Sustaining environments	90
3.5	Expressing culture	90
3.6	Understanding rules, governance and power	90
3.7	Connecting local and global economies	90

### **Topic 3.1 Challenging knowledge, argument and evidence (60 GLH)**

Developments in society often depend on the way in which people challenge what is currently believed to be 'known', for example in the development of new medical treatments or in increasing understanding of human psychology. Every day, knowledge claims are made that can influence what we say, think or do. The ability to understand the different ways in which knowledge claims are developed, communicated and justified, and being able to challenge the evidence, logic or arguments on which knowledge claims are based is critical in many contexts, including those of policy development, and decision making in business and the legal system.

The purpose of this topic is to encourage learners to be critical users of knowledge claims in terms of the adequacy and appropriateness of the evidence on which it is based and the arguments deployed to defend it. By developing an understanding of the different ways in which evidence is produced and of the relationship between evidence and argument, learners will be aware of how evidence can be manipulated or distorted. Through this topic learners will develop skills to challenge cases presented to them and to develop their own alternative argument.

This topic links to all topics.

Learners must know and understand:

1. different ways in which knowledge can be described including scientific, historical, religious, ethical, organisational, philosophical and revelatory
2. ways in which people challenge knowledge, argument and evidence
3. historical origins of religious, ideological, political and scientific arguments
4. situations in which knowledge claims may be challenged
5. the nature of research evidence
6. types of evidence presented including why they are used and how they may be presented in different circumstances
7. how evidence is identified, collected, processed and presented
8. ways of judging forms of evidence, including the concepts of authenticity, objectivity, reliability, validity, representativeness, relevance and currency
9. the relationship between evidence and argument

10. situations in which it is necessary to challenge knowledge and evidence
11. why evidence should be examined objectively
12. ways in which valid arguments are constructed and used for and against a case, including the use of logic and statistics
13. ways in which media is used to present an argument and evidence
14. how to frame questions to challenge knowledge and evidence
15. language used to challenge persuasive argument
16. ways in which communication and behaviour are adapted to different audiences.

Learners must be able to:

1. prepare a reasoned argument
2. adapt communication to different audiences
3. challenge cases presented
4. critique knowledge claims.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- reflective learners
- effective participators.

### **Topic 3.2 Understanding beliefs, values and behaviours (60 GLH)**

Personal views and 'subjectivity' have always been central to literature and religion. Having an awareness of self and others, what has shaped people's values, beliefs, attitudes and behaviours, enables people to express themselves appropriately in different situations.

This topic will deepen learners' understanding of the nature of self through exploring some basic concepts from humanities and social sciences. Learners will examine accounts of personal experience and self-expression, such as those produced by writers, artists, or religious thinkers. As a result of understanding more about people and self, learners will be able to express themselves appropriately in different circumstances and build more effective relationships.

This topic links to topics 3.3, 3.5 and 3.7.

Learners must know and understand:

1. what makes up a personality and how aspects of personality are identified and assessed
2. psychological, sociological and religious factors that influence a person's beliefs
3. the relevance of personal views to beliefs and values and why personal values can change over time
4. ways in which own experience, beliefs and values can influence both the personal behaviour and the decisions and judgements that individuals make about their future
5. ways in which self has been presented to others at different times and in different places including through the arts, literature and the media
6. emotions and self can be interpreted differently
7. when to challenge other people's viewpoints and behaviours
8. how individuals express information about themselves and the message it portray
9. the need to respond sensitively and intelligently to the way that others express themselves
10. types of leadership styles and how the beliefs, values, preferences, organisational culture and norms influence this

11. ways in which individuals appraise others and respond to feedback.

Learners must be able to:

1. critique forms of expression(s) of others
2. express self for specific purposes
3. respond to feedback
4. reflect on own and others' experiences, beliefs, values and behaviours.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- self-managers.

### **Topic 3.3 Investigating diversity (60 GLH)**

Diversity is an intrinsic part of everyday society and can be both enriching and divisive. Acknowledging diversity and recognising the contribution it makes, as well as the needs it creates, is an important aspect of working and living effectively with others.

Through this topic learners will understand what is meant by diversity from a variety of perspectives, both historical and contemporary, and in local, national and international contexts. They will examine events and actions to consider where diversity has made a positive contribution or where it has led to conflict. They will explore ways in which conflict can be managed. Learners will develop enquiry skills so that they are able to effectively gather information relating to social and community cohesion. Based on their understanding of a range of needs within a community, learners will be able to propose ways to deal with diversity issues.

This topic links to topic 3.2.

Learners must know and understand:

1. dimensions of diversity, including gender, sexual orientation, religion and belief, culture, age, ethnicity, disability, socio-economic circumstances, language, locality and nationality,
2. historical and contemporary events that have influenced perceptions of diversity
3. diverse identities that can exist within groups and teams
4. positive and negative impacts of diversity on and for individuals, communities and nations
5. conflicts that can arise as a consequence of diversity and ways of managing them
6. how mutual respect between individuals and groups affects behaviour and perspectives
7. language that is used when discussing diversity
8. ways in which equality and diversity legislation protect diverse groups
9. provision that supports diversity and methods used to promote social cohesion
10. ways in which research materials are used to understand factors contributing to community and social cohesion

11. the need to phrase questions relevant for the purposes of enquiry.

Learners must be able to:

1. design research materials
2. set criteria for research
3. analyse qualitative and quantitative data
4. propose ways to deal with diversity issues.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers
- effective participators.

### **Topic 3.4 Sustaining environments (90 GLH)**

The environment is made up of the physical world in which we live and work, and which provides our water, air, food, energy and raw materials. Environments change over time both naturally and as people and the by-products of their consumption alter it. Identifying ways to balance the needs of economic growth and social equity with sustaining natural resources and protecting and improving diverse environments is essential in securing a better future for the planet and its inhabitants.

This topic develops learners' understanding of the changing nature of the environment, of the physical, social and economic processes driving that change, and of the links between the environment and economic development. They will learn about different national impacts of, and vulnerability to, global environmental change. Learners will develop an understanding of the conflicts that arise when those who pollute differ from those who suffer the consequences, and when groups have competing interests in the environment. They will learn how to support the management of such issues. Through understanding the contemporary interactions between the environment, the economy and society, learners will be able to present solutions to manage environments in a more sustainable way.

This topic links to topics 3.1, 3.6 and 3.7.

Learners must know and understand:

1. the meaning of the term 'sustainability' in relation to the use and conservation of natural resources and to the interrelationships between environment, economy and society
2. the key processes by which the environment is changing today, both globally and locally
3. the key drivers of accelerated environmental change
4. ways in which levels and styles of economic development affect the environment
5. impacts on, and vulnerability of, people in different places
6. consequences of diminishing natural resources for food and energy supplies
7. relationships between people and environmental change over time
8. roles of individuals and key organisations in protecting the environment
9. voluntary, political and legal steps taken by people and organisations in

response to environmental problems

10. how different responses to environmental pressures relate to political, economic and ethical or religious values
11. how conflicting interests in the environment and in sustainable solutions can be managed
12. ways in which research including statistics provides information and views about sustainability and the environment
13. ways in which resources, including geographical information systems (GIS), are used to plan environmentally sustainable actions.

Learners must be able to:

1. use sources of information including GIS
2. interpret statistics
3. synthesise research findings
4. substantiate evidence
5. present solutions for sustainable environments and the societies that populate them.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- self-managers
- effective participators.

### **Topic 3.5 Expressing culture (90 GLH)**

Culture is represented in a number of ways, such as through speech, literature, food, clothing, the arts, games, tools, beliefs, values and rituals. It helps us to express ourselves, and binds people together in groups and diaspora as well as differentiating us from other cultures. Local and global culture is preserved and developed through communicating and promoting it to others both in social and work contexts.

This topic explores a range of cultural forms in the past and present to find out how culture can be closely linked to place and to people. Learners will look at how cultures have been established, maintained and celebrated and how culture may be transmitted and developed. Learners will examine the role of modern technology in cultural expression and how it is used creatively to engage others. Learners will develop communication and creativity skills. Through developing these skills learners will be more effective at promoting the celebration interpretation and preservation of cultures.

This topic links to topics 3.2, 3.3, 3.4 and 3.7.

Learners must know and understand:

1. what constitutes culture and how and where it is expressed
2. how the concept of culture is interpreted in a range of humanities and social science disciplines
3. concepts of organisational culture
4. origins of cultures and how and why cultures are established, transmitted, maintained and celebrated
5. cause and effect of lost and marginalised cultures
6. how and why cultures can be exclusive
7. cultural forms that relate to religious and world views
8. ways in which texts and other contemporary and archive forms are used to convey cultures
9. ways in which individuals and groups shape and influence cultures
10. how culture shapes individual's outlooks and behaviours
11. how cultures can express, symbolise and form social, economic, geographical

political and religious ideas

12. ways in which communication can express culture
13. the role of emerging technology in some cultural expression and how it is used creatively to engage others
14. ways in which the media and literature can promote celebration and preservation of cultures.

Learners must be able to:

1. interpret cultural forms
2. promote the celebration and preservation of cultures
3. adapt communication for different purposes.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers
- reflective learners.

### **Topic 3.6 Understanding rules, governance and power (90 GLH)**

In our life and work, we are governed by systems of laws and rules, rights and responsibilities. These may be specific to an organisation or group, local, national or international in origin. It is important that we understand these systems of regulation and the impact they have on behaviour so that we can influence or make best use of them to shape our future. When organisations are established they need to decide on a model of governance, set policies and adhere to laws and regulations.

This topic explores the need for laws and rules, how they have come about and how they can be changed. Learners will investigate both formal law-making processes and informal rule making and the varied ethical and religious values that underpin them. They will learn about the tensions caused by conflicting regulations and how laws and rules are enforced by means of a variety of sanctions. Through working in a team, learners will experience how groups work together to set up governance structures and policies. They will also learn how to set goals, collaborate with others and test governance structures and policies so that they will be able to effectively work within teams.

This topic links to topics 3.2 and 3.3.

Learners must know and understand:

1. mechanisms for making laws and rules, including revelation, political procedure, imposition, compromise and consensus
2. origins of legal systems since ancient times in both secular and religious contexts such as imposition (including claims of revelation), compromise, and political procedure
3. the significance of rules and laws, including international interpretations
4. how laws and rules are enforced
5. the impacts of laws and rules on individual behaviour
6. ways in which regulations may be contradictory, including competing jurisdictions and disagreement over goals
7. forms and origins of organisational governance, including companies and charities, political institutions, economic structures and practices, social organisations and informal groups
8. notions of justice, rights and fairness in relation to making and implementing laws and rules, and the impact they have on different groups and individuals

9. how to set fair policies that have a positive effect on society and the environment
10. ways in which to negotiate, mediate and chair meetings
11. current theories and models of team dynamics
12. effects of conflict within teams and techniques for conflict resolution
13. criteria used to set team goals
14. means of monitoring team performance against set targets and of conveying feedback.

Learners must be able to:

1. develop governance structures
2. produce organisational policies
3. chair meetings
4. measure team performance through different stages of activity
5. reflect on their ability to motivate team members to achieve agreed aims and objectives.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners
- team workers
- self-managers.

### **Topic 3.7 Connecting local and global economies (90 GLH)**

In today's world, a local place also forms part of the national, continental and global network of economics, communications and politics. It is important to understand that actions elsewhere in the world can affect people's future economic wellbeing social development and natural resource capital. There are situations, for example, multinational businesses locating operations in a new country, the planning of trade delegations from one country to another or organisations considering establishing a project in a new area, where it is necessary to analyse complex situations from both a local and global perspective in order to inform decision making.

Through this topic learners will explore some of the ways that international developments have affected and continue to influence the world today. They will examine how different places in the world are interconnected and interdependent. Learners will gain an understanding of the complexities of international systems, the inequalities in international development and the consequences of actions taken by individuals, governments and organisations. Through in-depth study of local and global perspectives learners will be informed to give expert advice on the impacts of propositions presented.

This topic links to topics 3.4 and 3.6.

Learners must know and understand:

1. the role of politics, trade, economics, communication and technology as drivers of globalisation
2. the origins of global inequalities and their consequences for today
3. major international challenges, including poverty, food shortages, fuel provision, trade, access to resources, migration of people and conflicting ideologies and their manifestation locally
4. relationships between contemporary trade, food, economics, political systems and international relationships and agreements
5. international links between local areas, people and places overseas, including trade, financial remittances, diaspora communities, lifestyles and human rights
6. different forms of imperialism and transnational dominance and how these have shaped modern societies and the world in which we live
7. how the history and geography of the UK influences its links with other economies and trade partners

8. the role of transnational, political, state and voluntary organisations in global affairs
9. sources of information used to inform world development issues
10. types of world development propositions.

Learners must be able to:

1. interpret data
2. analyse trends
3. advise on the impacts of propositions presented.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers
- creative thinkers
- effective participators.

## **Personal, learning and thinking skills**

Awarding organisations must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. At all levels of the Diploma, principal learning must include all six PLTS. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.

Awarding organisations must also provide a clear mapping of the coverage of PLTS within their submission. This should be at the level requested under each topic within the criteria, such as 'independent enquirers', 'creative thinkers', and so on.

## **Functional skills**

Components and qualifications based on these criteria must provide opportunities for learners to develop and apply functional skills within sector-specific contexts.

Awarding organisations must provide a summary of the appropriate opportunities identified.

## **Additional and specialist learning**

Please refer to the Ofqual document *Criteria for accreditation of Foundation, Higher and Advanced Diploma qualifications* (Ofqual/08/3990) at [www.ofqual.gov.uk/files/OAC\\_diplomas\\_v2.pdf](http://www.ofqual.gov.uk/files/OAC_diplomas_v2.pdf) for the rules governing additional and specialist learning.

## **Advanced level: External assessment**

At advanced level, the principal learning will have 180 GLH of external assessment.

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