



Department
for Education

Draft PSEQ National Standards for consultation

Employability content areas

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Personal, Social and Employability National Standards Overview

The Department has worked closely with panellists and an Education Advisor to ensure we considered the needs of students, educators and employers and deliver the skills needed for life and work.

The standards include content areas at level one and three entry sub-levels.

Level 1 and below should enable progression to level 2 or provide an exit point for those who may not achieve at level 2.

Using the standards

The primary audience for the National Standards is Awarding Organisations (AOs) who will design and develop PSEQs.

The language in the standards and guidance is chosen for this audience. AOs are able to use different wording in their qualification specifications and assessments.

National Standards Purpose and Structure

There are three National Standards (Personal and Social Development; Independent Living; and Employability).

Each National Standard comprises a number of content areas, each of which represents an area of learning relevant to the standard.

Each content area includes Performance Standards, Knowledge, Skills and Behaviours for each level of study available (four levels, from entry level 1, entry level 2, entry level 3 to level 1).

Performance Standards

These represent the mandatory learning outcomes for each content area. They are what students should be able to achieve once they have studied and been assessed on that content area.

The Performance Standards have not been written as assessment criteria or a checklist of assessment requirements. Awarding organisations will be required to design qualifications and assessments which enable students to provide evidence against each of these Performance Standards. This will support consistent qualification outcomes while allowing for flexibility in assessment approach.

Knowledge, Skills and Behaviours (KSBs)

For each content area, KSBs are provided to indicate examples of how the achievement of the Performance Standards could be demonstrated. These examples are not intended to be an exhaustive list, and awarding organisations have the flexibility to expand on this.

The consultation is seeking the public's views on the suitability of the draft PSEQ National Standards for improving employment and social outcomes for students.

Professional Communication

Purpose and scope

Communication is an extraordinarily valuable skill set. It underpins most of our activities and provides the foundation of our relationships with others.

It is the way we express ourselves and convey our ideas and feelings clearly and accurately, while acknowledging and responding meaningfully and thoughtfully to the views and contributions of others.

This is also true for professional communication. However, there are additional rules and conventions that apply to workplace settings which are not always obvious. Professional communication helps learners engage effectively with a variety of people and situations, to clarify and confirm expectations and understanding, to improve interactions and collaborative working practices, and to develop and secure productive workplace, customer, and client relationships. It is also crucial for conveying warnings, urgent messages, and safety critical information.

This content area delivers important knowledge, understanding, skills and behaviours which enable learners to use professional communication to present themselves effectively, to successfully engage with colleagues at different levels, to express their views and ideas accurately and appropriately, and to enhance working processes and collaborative practices, using a variety of communication techniques and technologies. It also provides learners with the tools and the confidence to access necessary help and support within the workplace.

Crucially, it helps learners to understand context in communication, being able to judge the suitability of content, style, tone, and method, and to avoid the pitfalls of miscommunication.

This content area focusses on:

- Professional communication types and methods
- Accuracy, appropriateness, and quality in professional communications
- Reflection and improvement practices to support professional communications

Performance standards

LEVEL 1

At Level 1, the learner can:

- Use a range of communication methods and techniques suitable for specific workplace purposes and audiences, responding efficiently and with adequate detail, and, where necessary, seeking guidance on professional standards
- Plan, draft, check, and revise communications to be presented or shared (e.g. with colleagues, teams, customers, and other professional audiences), considering

information, views, and requirements communicated by colleagues carefully and respectfully

- Engage clearly and constructively with formal or other workplace communications from different audiences (e.g. colleagues, teams, and external groups), recognising basic protocols and sensitivities based on purpose, content, distribution, and seniority
- Recognise the importance of good communication for teams and organisations (e.g. being responsive, checking specific needs and requirements, confirming accuracy), using a range of methods to review and confirm information and intentions, when communicated in person and when using digital technologies
- Reflect on own communication methods and practices to maintain professional standards across different formats or media
- Respond constructively to feedback and develop communications based upon reactions, responses, evidence, and outcomes

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Use different communication techniques suitable for specific workplace purposes and audiences, confirming content, level of detail, and quality are appropriate
- Plan, draft, check, and revise communications to be presented or shared (e.g. with colleagues, teams, customers, or professional audiences), considering feedback communicated by peers or colleagues carefully and respectfully
- Engage constructively with formal or other workplace communications from different audiences (e.g. peers, colleagues, teams, and professional organisations), recognising key differences relating to purpose, content, distribution, and seniority
- Recognise the importance of good communication for teams and organisations, responding carefully and with appropriate detail to communications received, using suitable methods to review and confirm information (e.g. communicated in person and using digital technologies)
- Reflect on own communication methods and practices, identifying ways to improve communications
- Respond constructively to feedback and, where necessary, seek guidance and assistance with professional standards across different types of communication

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Choose the type of communication (e.g. method; length or detail) to use in different situations
- Recognise messages and information that are relevant for different people in the workplace or externally
- Select and confirm the correct details and basic content to communicate to the right people in suitable timeframes
- Use suitable language and appropriate tone in all communications (e.g. professional; polite; inclusive)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- List types of communication and identify some suitable examples for the workplace
- Recognise communication (e.g. language or vocabulary) that is appropriate and inappropriate in the workplace
- Communicate simply and confirm that the intended message is understood
- Sort communications by simple categories (e.g. when received; recipient; importance)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing a variety of communication methods, techniques, channels and technology for professional communication and when to use them• Understanding that there are standard ways (e.g. conventions and protocols) to communicate in professional and work-relevant settings (e.g. language, register, salutations, data security, safety)	<ul style="list-style-type: none">• Skills, methods, and techniques for using a range of digital technology and software effectively for professional communications, including checking for accuracy• Skills, methods, and techniques for managing communications safely and efficiently, targeting and addressing correct recipients, and keeping data secure	<ul style="list-style-type: none">• Being open, responsive, and informative, and clearly and efficiently confirming expectations, actions, timeframes, and outcomes• Being professional, sensitive, and discreet with work-relevant communications, appreciating the expectations and protocols about sharing, disclosing, and distributing information, data, and communications received

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing common communication methods, options, and technologies for professional communication and when to use them• Understanding that there are established methods for communicating in professional and work-relevant settings (e.g. language, register, salutations, basic data security, safety)	<ul style="list-style-type: none">• Skills, methods, and techniques for using digital technology and software for professional communications, including checking for accuracy• Skills, methods, and techniques for using communications safely and appropriately, and observing basic data security requirements	<ul style="list-style-type: none">• Being open, responsive, and informative, and clearly confirming expectations, actions, timeframes, and outcomes• Being professional with work-relevant communications, understanding key expectations about sharing and distributing information, data, and communications received

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing basic communication methods, options, and technologies for professional communication and when to use them• Understanding that there are standard methods for communicating in work-relevant settings (e.g. language, salutations, basic data security, safety)	<ul style="list-style-type: none">• Basic skills and methods for using digital technology and software simply for professional communications• Basic skills and methods for communicating safely and observing basic data security requirements	<ul style="list-style-type: none">• Being open and informative (e.g. confirming simply key expectations, actions, timeframes, and outcomes)• Being aware of work-relevant communications (e.g. understanding basic expectations about sending and sharing information, data, and communications).

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing some basic communication methods, options, and technologies used in work-relevant settings• Understanding simply that there are agreed methods for communicating (e.g. language salutations basic data security safety) in work-relevant settings	<ul style="list-style-type: none">• Basic skills and methods for using digital technology and software in work-relevant situations (with support)• Basic skills and methods for using communications safely in work-relevant situations (with support)	<ul style="list-style-type: none">• Being open, and checking basic steps e.g. actions, timeframes, and outcomes (with support)• Being aware of agreed ways for sending and sharing information (with support)

Organisation and administration

Purpose and scope

The demands and complexity of contemporary workplaces requires effective organisation and administration.

Organising, recording, labelling, and storing information, materials, equipment, and resources effectively increases the accuracy, efficiency, and productivity of workplace tasks and activities, allowing everyone to perform to the best of their abilities, and improves crucial collaborative activities and communications. It enables individuals and teams to cooperate and work well together, as well as supporting safety and security.

Knowing where to locate specific information and materials, and being confident that these will be accurate and up to date, are essential for time-sensitive and quality focussed workplace environments.

This content area provides important knowledge, understanding, skills, and behaviours which supports learners to understand, and start to investigate and confirm, the systems, conventions, and practices used in employment that support effective organisation and administration, knowing how to adopt, adapt, and even improve the ways in which essential information, products, services, and resources are managed, accessed, and maintained.

Learners will start to understand the importance of consistent and accurate organisation and administration of their own activities and outputs, but equally, how these must be appropriately communicated, connected, and consistent with wider workplace operations and activities. Working consistently and cooperatively with others is imperative to contemporary employment and appreciating the inter-dependent nature of performance in these settings is a key focus of this content area.

This content area focuses on:

- Standard processes and systems in workplace settings
- The purposes, value, and workplace requirements in organisation and administration
- Evaluation and improvement practices in collaborative settings

Performance standards

LEVEL 1

At Level 1, the learner can:

- Maintain work-related and professional materials, communications, and outputs from other activities, in ways that are easy to identify and access (e.g. safe storage; clear labelling; consistent categories or classifications; appropriate filing structures; date sequences)
- Use digital technology and other standard tools to record, file, store, manage and access information, records, communications, products, and other materials efficiently and effectively
- Review and investigate established methods and processes for the administration of information, documents, and materials, confirming their structure, security, safety, and other professional expectations, to reflect or maintain these requirements in work, and when using shared systems and work areas
- Research or investigate the specific demands and pressures presented by a range of tasks, expectations, and obligations, identifying order of priority, estimated completion timeframes, and necessary resources and requirements, to confirm how they intend to manage and complete varied tasks and activities
- Clearly communicate their confidence and capacity to deliver specific materials and outcomes, and to fulfil specific requirements, highlighting any probable issues, challenges, or concerns at the outset, and as they arise to agree changes and solutions.
- Review, monitor, and improve basic processes and practices in the administration and delivery of materials, projects, and outcomes, to ensure their quality and completion in line with agreed expectations

ENTRY LEVEL 3

At Entry 3, the learner can:

- Record and store work-related and professional materials, communications, and outputs from activities in ways that are easy to identify and access (e.g. clear titling or labels; consistent categories; appropriate file structures; date sequences)
- Use basic digital technology and other standard tools to record, file, store, and access information, records, communications, products, and other materials
- Consider current processes in the storage and use of information, documents, and materials, and reflect these requirements in their own work and when using shared systems
- Consider the demands presented by different tasks, expectations, and obligations, identifying priority, estimated completion timeframes, and necessary resources, to confirm how to manage and complete specific tasks and activities
- Clearly communicate an ability to deliver specific materials and outcomes, and to meet specific requirements, and raise issues, challenges, or concerns that could require changes or solutions
- Review and help to improve basic processes and practices in the administration and delivery of materials, projects, and outcomes, to support quality and completion in line with agreed expectations

ENTRY LEVEL 2

At Entry 2, the learner can

- Sort basic information, ideas, issues, materials, products, and resources clearly (e.g. into basic systems or types) for easy access and use
- Use basic digital technologies, tools, and templates to organise, record, and store information
- Use simple planning techniques and methods to improve activities and outcomes
- Recognise the benefits of arranging materials and information clearly and carefully (e.g. to help understanding or for safety)
- Apply simple methods and techniques to plan time and work-relevant activities, and to adapt approaches where necessary
- Reflect on basic arrangement of information and work-relevant activities and identify simple improvements

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Order simple information, ideas, products, and materials (with support)
- Use basic functions on digital technology and other tools to record and store simple information (with support)
- Follow simple instructions to sort information and materials clearly (e.g. by type)
- Present time and activities in a simple plan or clear format (with support)
- Recognise that clearly presented and organised information and materials are helpful

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing standard labelling and filing conventions and structures used in work-settings and digital technology systems• Understanding the importance of using standard and consistent processes that are accessible to themselves and others when needed	<ul style="list-style-type: none">• Skills, methods, and techniques for developing, checking, and following a range of storage and filing systems, and titling and labelling information and materials, including digital information• Using records, diaries, job cards, software, and devices to organise, share, access, and communicate information clearly, securely, and accurately	<ul style="list-style-type: none">• Being methodical and systematic in approaches to tasks, with attention to detail and care taken to accurately store, save, record and manage materials, information, and data securely• A willingness to devote adequate time to arranging information, materials, and resources logically and clearly before, during, after activities and tasks

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing some standard labelling and filing methods (e.g. used with basic digital filing) and that established structures are used in work-settings and digital technology systems• Understanding the importance of using standard and consistent methods and processes so that information and materials are accessible to themselves and others when needed	<ul style="list-style-type: none">• Skills, methods, and techniques for titling and labelling in straightforward filing systems and with digital information• Using records, diaries, job cards, software and devices to file, share, access, and communicate information clearly and simply	<ul style="list-style-type: none">• Careful approaches to tasks, with attention to detail when saving, recording, and filing information and data securely• Willingness to devote time to sorting information, materials and resources clearly before, during, after activities and tasks

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing about basic filing and storage systems (e.g. digital folders) and how to name and store a file or product safely• Understanding that file names and labels must be clear and accurate to be located when needed (e.g. by themselves or others)	<ul style="list-style-type: none">• Basic skills and methods for titling and labelling in simple filing or storage systems (e.g. with digital information)• Using diaries, software, and devices to file, share, access, and communicate information clearly and simply	<ul style="list-style-type: none">• Being careful when saving, recording, and filing information and data simply and securely• A willingness to spend sufficient time simply sorting information, materials, and resources for work-relevant activities and tasks

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to title or label things in work-settings and with basic digital technology• Understanding that information and things must be clearly accessible to themselves and others	<ul style="list-style-type: none">• Basic skills and methods to add titles or labels, including simple digital information (with support)• Using simple devices to access, share, and communicate simple information (with support)	<ul style="list-style-type: none">• Being careful with information and data• A willingness to try to sort information and things in tasks and work-relevant activities (with support)

Planning and preparation

Purpose and scope

Lack of appropriate planning and preparation can leave us feeling exposed, low on confidence, and even, out of time.

In workplace settings, it is vital that we are well prepared, have the right information, tools, and equipment to hand, and draw on the experience and expertise of others or relevant precedents and examples, to enable us to achieve our objectives and deliver them on time.

This content area provides valuable knowledge, understanding, skills, and behaviours which will help learners meet expectations in workplace settings, and to appreciate that in most cases, successful delivery is dependent on effective planning and preparation from the outset.

Being appropriately prepared for tasks and activities, and with a sound plan for achieving objectives, is important for successful delivery and outcomes in all workplace settings. It also helps learners appreciate the range of resources, wisdom, and support within a workplace, if they are able to allocate sufficient time to access them.

Planning and preparation mean that learners better understand what's required of them, can anticipate the particular demands of different tasks and activities, and are able to access the experience and expertise of those around them.

This content area focuses on:

- The value and benefits of planning and preparation
- Planning and preparation tools and methods
- Adapting and applying planning and preparation to different contexts

Performance standards

LEVEL 1

At Level 1, the learner can:

- Define and agree key objectives, goals, and intended outcomes for specific purposes, and for a range of projects and activities
- Identify key resources and timeframes required to achieve these objectives, goals, and intended outcomes safely and effectively

- Separate and organise relevant projects or activities into related areas of activity, creating manageable tasks and requirements, and sequencing and prioritising anticipated activities, basic processes, and intended outcomes logically
- Define, agree, and sequence stages to be completed, key requirements and resources needed, and suitable measures for confirming progress and quality
- Establish basic methods for identifying, recording, monitoring, and managing possible challenges, risks, and issues (e.g. relating to timeframes, environment, resources, quality, or safety)
- Consider possible future requirements, challenges, issues, and needs, taking steps or actions to ensure readiness for these changing conditions and requirements

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Agree key aims and intended outcomes for specific purposes, projects and activities
- Identify key resources and timeframes required to achieve these aims and intended outcomes
- Separate and help to organise projects or activities into related areas of activity, creating manageable tasks and requirements, and presenting key processes, activities, and outcomes logically
- Agree and sequence stages to be completed, key requirements and resources needed, and methods for checking progress and quality
- Suggest suitable ways to identify, record, and address possible challenges, basic risks, and issues (e.g. relating to timeframes, resources, quality, or safety)
- Consider possible future requirements, challenges, and needs, outlining ways to prepare for and anticipate future events or changes

ENTRY LEVEL 2

At Entry Level 2, the learner can:

Confirm what needs to be done and what will be needed for a basic task, activity, or plan

- Produce a simple checklist of items needed for basic activities or actions
- Set simple goals and timeframes for completion (e.g. produce a basic timeline)
- Produce a simple action plan (e.g. with activities in order, linked to needs)
- Consider and communicate what outcomes should look like (e.g. what is required, what a good outcome looks like, what is safe)
- Follow basic instructions and guidance, recognising simply problems caused by missing steps, actions, or items

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Set simple goals or aims (with support)
- Express what needs to be done for a simple task, activity, plan, or aim
- Consider what will be needed for a simple task, activity, plan, or aim (with support)
- List key actions and items needed (with support)
- Sort actions into a suitable order (with support)
- Follow a simple plan

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to produce, present and record important, clear information which is suitable for multiple users and using a range of tools and digital technology to support planning and preparations• Understanding the importance, and specific benefits, of planning carefully and being appropriately prepared for tasks and activities	<ul style="list-style-type: none">• Skills, methods, and techniques for defining and administering projects using relevant and accurate information, materials, documentation, tools and digital technologies• Skills, methods, and techniques for defining and agreeing project tasks, activities, and specific needs, and ways to monitor key risks and issues	<ul style="list-style-type: none">• An attention to detail and accuracy when presenting and recording information and data, with a willingness to check work for accuracy• An interest and concern for standards and quality, with time taken to plan work, activities, and outputs, to confirm requirements and readiness, and to regularly check plans, resources, and actions

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to produce, present and record clear information which is suitable for multiple users, using basic planning tools and digital technology• Understanding the importance of planning carefully and being appropriately prepared for tasks and activities	<ul style="list-style-type: none">• Skills, methods, and techniques for basic administration of work using standard resources, documentation, and digital technologies• Skills, methods, and techniques for agreeing tasks and work, specific needs, and considering any key risks and issues	<ul style="list-style-type: none">• Attention to detail when presenting and recording information and data, with a willingness to check work for accuracy• Concern for quality, with time taken to plan work, activities, and outputs, to confirm requirements and readiness, and to check plans, resources, and actions (e.g. with others)

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to produce, present and record simple information for tasks, using basic tools and technology that supports planning and preparation• Understanding the importance of planning and being prepared for tasks and activities	<ul style="list-style-type: none">• Basic skills and techniques for planning work-relevant tasks and activities, using simple documentation and digital technologies• Basic skills and techniques for agreeing key tasks, outputs, and basic needs, and recognising problems	<ul style="list-style-type: none">• Being careful when using information and data in preparation for tasks and activities• Concern for quality, with time put aside to plan work, activities, and outputs, and to confirm readiness, with simple checks of plans, basic resources, and actions

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to present and record some simple information for tasks, and recognising that there are tools and digital technology to help with planning and preparations (with support)• Understanding that it is important to plan and be prepared for tasks and activities	<ul style="list-style-type: none">• Basic skills and techniques for arranging information and materials in simple and useful ways (with support)• Basic skills and techniques for thinking about and agreeing simple tasks and basic needs	<ul style="list-style-type: none">• Being aware of the need for care when preparing things (e.g. materials, information, and data)• Thinking about plans and actions in advance

Adaptability

Purpose and scope

Performance standards

Workplaces are dynamic and often demanding environments.

It is important that learners acquire knowledge, understanding, skills, and behaviours which help them to adapt and respond effectively to changing conditions and priorities without feeling disorientated, undermined, or overwhelmed.

This content area provides knowledge, understanding, skills, and behaviours which help learners to understand, and, wherever possible, to anticipate, evaluate, monitor, and prepare for different challenges, or changes in workplace contexts, conditions, and demands.

Irrespective of role or level of responsibility, there are a range of insights, methods, and practices which can help learners feel more secure in uncertain and unpredictable situations, help them become aware of the options and support available, and therefore feel better equipped to respond to developments. In most cases, there will be established methods and practices that can be relied upon within the workplace, and which can help to put “a brewing storm back in our teacup”.

The knowledge, understanding, skills, and behaviours delivered by this content area help learners to feel more supported and empowered in work-relevant settings, secure in the knowledge that they do not need to face challenges alone. In employment contexts, there should be options, expertise, and support available which help learners grapple with unsettling or unpredictable events that can arise in calmer, more sensible and collective ways.

This content focuses on:

- Monitoring and responding to changing contexts and conditions
- Anticipating and being prepared for change
- Reflecting on performance and outcomes to better respond to future changes

Performance standards

LEVEL 1

At Level 1, the learner can:

- Monitor and evaluate changing needs, conditions, and contexts, and adapt activities and approaches to meet changing requirements

- Review plans, objectives, and activities for efficiency and effectiveness, updating them and making changes to improve performance and outcomes, based upon experience, others' views, basic evidence, and stage-based outcomes
- Respond quickly and flexibly to changing conditions and requirements, identifying their effects and implications, and how best to react to developments and dynamic situations
- Anticipate potential issues, challenges, and problems for specific activities and objectives, developing and reviewing options (e.g. alternatives, adaptations, and contingencies) that might be suitable (e.g. when conditions change or initial approaches prove ineffective or problematic)
- Use a range of methods to observe, monitor, measure, and evaluate performance, and to make decisions, judgements, and improvements to activities and basic processes, using relevant information and clear evidence

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Consider changing conditions, contexts, and needs, and adapt activities and approaches to respond to changes
- Review plans and practices for effectiveness, making changes to improve performance and outcomes, based upon experience, feedback, and basic evidence
- Respond to changing conditions and requirements, identifying their effects, and suitable ways to react to developments
- Consider potential future issues, challenges, and problems related to activities and objectives, considering or developing suitable options (e.g. alternatives and adaptations) that might be suitable (e.g. if conditions change or initial approaches are not effective)
- Use different methods to consider performance, and make judgements and possible improvements to basic processes and activities, based on this information

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Recognise simply that needs change when circumstances or conditions change
- Consider changes (e.g. circumstances) and decide on suitable responses
- Think about future plans and recognise basic things that should change if the context or conditions change
- Recognise simple actions that can be taken to predict future changes
- Identify some basic risks and challenges in changing situations and conditions
- Identify positives and opportunities in changing situations or conditions

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Recognise changes that occur over simple timeframes (e.g. daily/weekly)
- Select options to change if situations change (with support)
- Give simple examples of plans that changed and express simply why (with support)
- Give an example of what might need to change in future (in given situations) and why (with support)
- Reflect on simple situations when they felt ready for change and others when they were unexpected and difficult (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to consider and anticipate changes and challenges based upon experience, evidence, and signs of change, emerging issues, or risks• Understanding that plans and processes need to be monitored and regularly reviewed to ensure they remain relevant and suitable to changing conditions	<ul style="list-style-type: none">• Skills, methods, and techniques for monitoring issues and risks and making timely decisions about how best to respond• Skills, methods, and techniques for updating plans, choices, and materials (e.g. products, documents, or files), and informing relevant people about changes and versions	<ul style="list-style-type: none">• An awareness and attentiveness to issues, challenges, risks, and support needs, with a willingness to raise concerns quickly and constructively• Being positive and reassuring when faced with unexpected and unpredictable changes, set-backs, and challenges, remaining focussed on objectives, and looking for opportunities in changing conditions

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to consider and predict changes and challenges, based upon experience and key warnings or signals• Understanding that plans and processes need to be reviewed regularly to remain relevant and suitable to changing conditions	<ul style="list-style-type: none">• Skills, methods, and techniques for considering issues and risks, and making decisions about how to respond• Skills, methods and techniques for updating plans, documents, and files, and informing and checking with relevant people about changes	<ul style="list-style-type: none">• An awareness and attentiveness to key issues, challenges, risks and needs, with a willingness to raise concerns or uncertainty quickly and positively• Being positive and determined when faced with unexpected changes and challenges, seeking to find opportunities in changing conditions and to stay focussed on goals

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to think about and predict basic changes and challenges using experience and key signs, signals and warnings• Understanding that plans and basic methods should be checked to see if they remain suitable when situations or conditions change	<ul style="list-style-type: none">• Basic skills and methods for considering basic issues and risks, and helping to make decisions• Basic skills and methods for updating plans, documents (e.g. simple records), and files, and letting people know about changes	<ul style="list-style-type: none">• An alertness to issues, challenges, basic risks and needs, with a willingness to ask questions and check details• Being positive and determined when faced with changes and challenges, and to stay focussed on goals

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to think about and predict changes based upon experience and simple signs, signals, and warnings• Understanding that plans should be checked as situations change	<ul style="list-style-type: none">• Basic skills and methods for considering simple issues and risks in decisions and choices (with support)• Basic skills and methods for updating plans and information, and letting people know about changes	<ul style="list-style-type: none">• A willingness to ask questions and check simple details• Being positive when faced with changes and challenges

Decision-making and problem-solving

Purpose and scope

Decision-making and problem-solving are important skills for employment, regardless of role or level of responsibility.

In employment contexts, we are frequently faced with issues and challenges that require judgement and decisions, or present problems, both large and small. It is important for learners to develop methods and practices at the appropriate level, which help them to consider the scope and seriousness of decisions and problems, and to make appropriate judgements about how best to respond to them.

In varied and complex workplace settings, there is an important balance to be struck between showing initiative and trying to make decisions or to resolve problems on one's own, and knowing when it is important to seek advice, greater expertise, or even, the necessary permissions or authority to act.

This content area includes knowing how, when, and with whom to engage in different decisions and problem-solving tasks, and where to access relevant support and resources, so that learners can be confident about making the right decisions and delivering suitable solutions.

The knowledge, understanding, skills, and behaviours delivered help learners to show resourcefulness within their roles, to use reasoning, available evidence, and precedents. To make more informed judgements and considered decisions, but also, to know where the limits of their authority and expertise lie. These insights and practices enable learners to be recognised as responsible and reliable within the workplace, while being credited for their contributions.

This content area focuses on:

- Resources and responsibilities in workplace decision-making and problem-solving
- Accessing examples, evidence, and expertise when decision-making and problem-solving
- Reflection, evaluation, and continual improvement in decision-making and problem-solving

Performance standards

LEVEL 1

At Level 1, the learner can:

- Make accurate judgements about scope, importance, benefits, and risks associated with choices, options, preferred processes, and solutions, understanding when independent decision-making and initiative are appropriate and when wider contributions and authorisation are necessary
- Make reasoned decisions and take appropriate action, considering established processes, examples (e.g. precedents), and guidance, and use reasoning, make productive links, generate ideas, and apply logical problem-solving to different tasks, activities, and challenges
- Consider different options and evaluate their suitability, by accessing relevant information, resources, and guidance, requesting others' input (e.g. colleagues), and using reasoning, experience, and evidence
- Research, investigate, and outline potential advantages and disadvantages of different options to make decisions and judgements, and confirm choices and actions in advance, by using other examples, standard practices, similar outcomes, and advice from relevant colleagues
- Use a range of sources, basic evidence, and inputs (e.g. relevant instructions and guidance, colleague contributions, related examples) to make decisions, to validate judgements and choices, to address problems, and to provide evidence of sound decisions
- Review and reflect on actions, judgements, and decisions, and the quality and effectiveness of basic processes and outcomes, to identify valuable lessons and possible improvements in the future

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Make judgements about the scope, importance, and basic risks with different types of decisions, choices, options, processes, or solutions, understanding when independent decision-making is acceptable, and when help or approval is necessary
- Consider a range of options and their suitability, using basic reasoning, experience, and available evidence, and with colleague or other third-party contributions
- Make decisions and take action using reasoning, and by considering established examples, processes, and guidance

- Outline potential advantages and disadvantages for different options to make decisions and judgements, and review choices and actions using examples relevant to the situation
- Use a range of sources and inputs (e.g. relevant instructions and guidance, colleague contributions, related examples) to make decisions and decide on actions, applying reasoning and basic problem-solving processes to tasks and challenges
- Reflect on actions, judgements, decisions, and outcomes, considering their quality, effectiveness, and results, to identify lessons and possible improvements for future activities

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify potential and actual issues, problems, and challenges related to activities
- Consider possible causes and possible effects of problems identified, and sort them by importance
- Divide difficult problems into smaller and simpler components to be dealt with
- Make basic decisions in response to problems, including choices about how, when, and why to take action
- Choose problems (or parts of problems) to fix and carry out appropriate solutions, identifying what help or support may be required
- Consider if a problem is fixed (temporarily or permanently)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify basic problems or difficulties in given situations (with support)
- Express some effects of basic problems or difficulties
- Identify who or what could be affected by simple problems (with support)
- Identify what help is needed to solve basic problems
- Choose what to do first and explain why
- Follow simple instructions to solve a problem (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing when to show initiative and make necessary judgements, based upon reasoning or investigation, and when to involve others and seek approval• Understanding that decisions must be based upon sound judgement (e.g. experience, expertise, or evidence) and taken within limits of authority, or checked, in work settings	<ul style="list-style-type: none">• Skills, methods, and techniques for carrying out relevant research, information gathering, and careful reasoning to make effective decisions and to problem-solve• Skills, methods, and techniques for evaluating situations and problems, identifying key issues and challenges, and assessing options and appropriate solutions	<ul style="list-style-type: none">• A willingness to apply careful reasoning, experience, and evidence to situations and problems, with a determination to resolve issues and find solutions• Taking a methodical approach to decision-making and problem-solving, addressing key components, learning from experience and precedent, and drawing widely and creatively upon other examples and relevant evidence

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none"> • Knowing when to show initiative and make decisions and judgements with good reason, and when to involve others and seek approval • Understand that decisions must be based upon careful judgement (e.g. experience, expertise, or evidence) and taken only with permission (e.g. within limits of authority), or checked, in work settings 	<ul style="list-style-type: none"> • Skills, methods, and techniques for carrying out simple research, information gathering, thinking, and checking, to make good decisions and to problem-solve • Skills, methods, and techniques for exploring situations and problems, identifying key issues and challenges, and helping to assess options and possible solutions 	<ul style="list-style-type: none"> • A willingness to think carefully, and to reflect on experience, examples, or evidence, when facing situations and problems, with a determination to find solutions • A careful approach to decision-making and basic problem-solving, identifying key components, learning from experience, and drawing upon examples and evidence

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing when to show initiative and make simple decisions and judgements with basic reasons and when to involve others and seek approval• Understand that decisions must be based upon careful judgement (e.g. experience, expertise, or evidence) and sometimes taken with permission, or checked, in work settings	<ul style="list-style-type: none">• Basic skills and methods for carrying out information gathering and checking when making simple decisions and solving basic problems• Basic skills and methods for exploring situations and basic problems, identifying key issues and challenges, and helping think about and reflect on options and solutions	<ul style="list-style-type: none">• A willingness to think carefully and reflect on experience and helpful examples to help find solutions• Being careful with choices, decisions, and basic problem-solving, identifying key components, learning from experience, and drawing upon examples and clear evidence

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing when it is useful to try to make simple choices, decisions, and judgements before checking answers and actions with others• Understanding that decisions must be based upon careful thinking and checking	<ul style="list-style-type: none">• Basic skills and methods for recognising key features and information in tasks, activities or given situations (with support)• Basic skills and methods for exploring situations and basic choices, problems, and decisions.	<ul style="list-style-type: none">• A willingness to think carefully and reflect on experience• Being careful with choices, decisions, and basic problem-solving

Collaboration and teamwork

Purpose and scope

Collaboration and teamwork are essential for all forms of employment.

Despite increasing flexibilities in workplace practices, whether we work with internal colleagues and teams, or engage with customers, clients, or others externally, no-one operates in complete isolation.

Working effectively with other people is not just a requirement in employment contexts, it is the key to human endeavour, ingenuity, and progress in most aspects of modern life. Collaboration and teamwork allow us to fully harness the collective energies and expertise of groups, and to deliver projects far greater than we could ever imagine, or realise, on our own.

While there are extraordinary benefits to working with others, and accessing a diverse range of talents and experience, more contributors can also bring greater complexity, and the need for more targeted, high-quality, and responsive systems and communications to support effective, safe, and efficient team-based practices, processes, and outcomes.

This content area delivers knowledge, understanding, skills and behaviours which support learners to better understand these requirements and their role within wider employment contexts. This includes methods and practices for working constructively with others, supporting better team-based communications, assigning roles or allocating resources according to needs, interests, and abilities, being responsive to changing contexts and conditions, and helping colleagues and teams manage different pressures and priorities, in line with group dynamics and shared objectives.

This content area focuses on:

- The value and benefits of collaboration and teamwork
- Methods, requirements, and challenges presented by collaboration and teamwork
- Review, evaluation and improvement practices in collaboration and teamwork

Performance standards

LEVEL 1

At Level 1, the learner can:

- Explain the value and benefits of collaboration and team-working, and some key challenges and requirements
- Work constructively with others to confirm shared objectives, to assign roles, tasks or responsibilities, and to make decisions relating to the collective activity and projects (e.g. considering interests, capabilities, and availability)
- Participate in group tasks, activities, and projects, making constructive contributions to key stages (e.g. planning, design, implementation, delivery, and outcomes)
- Fulfil individual tasks and responsibilities according to agreed standards and timeframes, while helping to monitor and assist the team to manage work, to complete group tasks, to support contributions from each team member, and to maintain schedules, in line with shared objectives
- Communicate effectively with different team members at key stages in projects, helping to ensure that essential and accurate information is shared, and usefully informs activities, developments, and practices
- Support the review and evaluation of basic processes and outcomes, helping to identify where improvements can be made immediately and in the future

ENTRY LEVEL 3

- At Work with others to confirm shared aims and to make basic decisions about group activities, tasks, and projects, describing key benefits of collaboration and team-working and some challenges
- Work with others to consider different interests, capabilities, and availability, and to assign tasks and responsibilities
- Participate in group tasks, activities, and projects, making contributions to key stages (e.g. planning, design, implementation, delivery, and outcomes)
- Complete individual tasks and meet basic responsibilities (e.g. agreed timeframes), assisting the team to manage work, to complete group tasks, and to maintain schedules
- Communicate with different team members at key stages in projects to ensure that essential information is shared regularly and accurately
- Consider basic processes and outcomes, helping to identify improvements that can be made immediately and in the future

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Work with others to deliver an agreed outcome, and explain the role, basic contributions, and benefits they will provide

- Work with others to consider basic options and to agree actions, choices and goals
- Consider opinions and feedback and make changes, if suitable, based on those put forward
- Deliver assigned tasks and actions to an agreed basic standard and support others to deliver theirs, providing useful feedback and listening and responding to feedback from others
- Show consideration, interest, and respect for all contributions
- Reflect on basic processes and outcomes achieved and consider simple improvements for the future

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Work with others to deliver a basic outcome (with support)
- Make simple choices with others and agree decisions and actions (with support)
- Express who will do what and why (with support)
- Give own opinions and suggestions on activities, and listen and respond to others' opinions and suggestions
- Deliver actions to an agreed simple standard with others
- Recognise the value of different opinions and contributions

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of some collaborative methods and technologies available, which enable teams and groups to communicate, share, and update information, work, process, and versions accurately and effectively when working together (e.g. in real time)• Understanding the value of collaboration and teamwork to access wider views, expertise, experience, and resources, and understanding that these require good communication to support effective practices	<ul style="list-style-type: none">• Skills, methods, and techniques for communicating, sharing, updating, and maintaining accurate records, versions, and quality controls for information and outputs (e.g. work completed)• Skills, methods, and techniques for administering, monitoring, and accurately recording activities, and supporting and checking progress across teams	<ul style="list-style-type: none">• A willingness to prioritise shared objectives and to help support team members, and to ask for support and assistance when required• An interest in asking questions, seeking information, offering suggestions, and consulting others to improve group work (e.g. basic processes, performance, and outcomes)

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of some collaborative technologies available, which enable groups or teams to communicate, share, and update information, work, and versions accurately in real time• Understanding the value of collaboration and teamwork to access valuable opinions, expertise, experience, and resources, and understanding that these require good communication	<ul style="list-style-type: none">• Skills, methods, and techniques for communicating, sharing, improving, and updating accurate materials, versions, and quality in information, tasks, and outputs• Skills, methods, and techniques for administering and recording activities, and checking and supporting progress with others	<ul style="list-style-type: none">• A willingness to consider shared objectives and support team members, and to ask for support and assistance when required• An interest in asking questions, finding information, offering suggestions, and consulting others to improve group work and outcomes

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of basic collaborative technologies that support groups to work well together• Understanding the value of basic collaboration and teamwork (e.g. to share opinions, experience, and resources) and understanding that these require good communication	<ul style="list-style-type: none">• Basic skills and methods for communicating, sharing, and updating simple information and outputs• Basic skills and methods for completing and recording simple group actions and activities, and helping teams to progress	<ul style="list-style-type: none">• A willingness to consider team or group aims, help support team members, and to ask for support when required• An interest in asking questions, finding information, and offering suggestions to improve group work

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of some basic technologies (e.g. collaborative technologies), which help teams and groups to communicate, share, and update information together• Understanding the value of basic collaboration and teamwork (e.g. to access opinions, experience, and resources), and that these need good communication	<ul style="list-style-type: none">• Basic skills and methods for communicating, sharing, and updating simple information and outputs• Basic skills and methods for carrying out and recording simple group activities (with support), and helping support progress with others	<ul style="list-style-type: none">• A willingness to consider team or group aims, to help support team members, and to ask for support when required• An interest in asking questions, finding information, and offering suggestions to improve group work

Responsibility and accountability

Purpose and scope

Taking responsibility for actions and outcomes, and understanding how accountabilities operate in employment, helps learners to become valued members of any workforce, business, or organisation.

This content area delivers knowledge, understanding, skills, and behaviours which support learners to understand the ways in which workplaces are structured and organised, with defined roles, responsibilities, and areas of accountability which enable effective teamwork and the delivery of shared objectives.

All workplaces require careful management and allocation of personnel and resources, with expectations clearly communicated, performance and progress carefully monitored, and demands and support needs quickly identified and addressed, so that high-quality outcomes can be delivered on time.

Understanding one's own role within the wider workplace is an important aspect of any employment. It supports learners to take responsibility for their own duties and tasks, and to deliver work, as agreed, while ensuring that their activities, tasks, and contributions coordinate, support, and are consistent with wider efforts to deliver inter-related tasks, projects, and outcomes. Collective effort and enterprise are a central feature of employment, and acquiring this understanding and these skills can help learners to demonstrate their value, commitment, and reliability within the workplace.

This knowledge, understanding, skills, and behaviours also helps learners to reflect on and measure their performance and progress in the context of the people and projects around them, and to know who, where, and when to seek guidance or ask for assistance, contributing to a more streamlined and supportive working environment.

This content area focuses on;

- Roles, responsibilities, rights, duties, and accountabilities in professional contexts
- Meeting expectations, making improvements, and seeking support, where required
- Reflecting on roles, duties, performance, outcomes, and potential in collaborative professional contexts

Performance standards

LEVEL 1

At Level 1, the learner can:

- Outline the nature and purpose of how different organisations and companies are structured, and confirm different responsibilities and accountabilities with practical examples, including employment rights and entitlements and shared and general responsibilities (e.g. quality, standards, safety, confidentiality)
- Engage effectively with companies, organisations, personnel, and customers, using a range of methods, recognising and responding appropriately to different roles, hierarchies, and the public
- Take responsibility for agreements with others and group decisions, reliably meeting and maintaining responsibilities and obligations (e.g. appointments, completion of tasks), and monitoring progress and expectations for commitments made (e.g. scheduling and recording activities), tasks agreed, and results
- Complete tasks efficiently and to a consistent professional standard across different contexts (e.g. clear and responsive communication, high-quality customer and stakeholder engagement, timely delivery of tasks, actions, or services)
- Demonstrate initiative when faced with unfamiliar contexts and challenges (e.g. considering options, making decisions about suitable options, taking responsibility and accountability for achieving necessary outcomes), applying straightforward problem-solving techniques, and seeking help, guidance, and support, where necessary
- Demonstrate, and explain, the importance of key professional requirements in activities, basic processes, and outcomes (e.g. appropriate conduct, behaviours, presentation; quality standards; respect, and confidentiality)

ENTRY LEVEL 3

- At Entry Outline basic details about how companies and organisations are structured and why, giving examples of basic responsibilities and accountabilities at different levels (e.g. roles, teams), with an awareness of employment rights and entitlements, and shared and general responsibilities (e.g. quality, safety, confidentiality)
- Communicate and interact appropriately with companies, organisations, teams, and staff (e.g. responding according to types and roles presented), and demonstrating the importance of key professional requirements (e.g. conduct, behaviours, presentation, quality, respect, and confidentiality)
- Complete a variety of tasks to an agreed standard, carrying out duties carefully and meeting basic expectations for professional contexts (e.g. clear communication, customer and stakeholder interactions, timely delivery of tasks, actions, or services)
- Take personal responsibility for basic decisions and agreements taken with others, meeting these main responsibilities and obligations in routine contexts (e.g. appointments, completion of tasks)

- Demonstrate responsibility for basic obligations and undertakings, recording, scheduling, and meeting expectations regarding commitments made, tasks agreed, and related activities
- Demonstrate initiative and basic problem-solving with different contexts and routine challenges, considering basic options, making careful decisions, seeking relevant help and support (where necessary), and reflecting on options, actions, and outcomes

ENTRY LEVEL 2

At Entry Level 2, the learner can

- Recognise basic accountabilities and responsibilities when presented simply (e.g. deliver this message, follow safety procedures, completion of own work)
- Give simple examples where accountability or responsibility apply (personal and general), with a basic understanding of own rights and responsibilities (e.g. team-based responsibilities, employment rights)
- Identify who is accountable for teams, activities, and work produced in given situations
- Take responsibility for their own performance, actions, and work produced
- Agree to specific simple tasks and actions and take necessary steps to complete them as agreed
- Give examples of responsible behaviour in different contexts and state why each example is important

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Express who is responsible for items or actions in given situations
- Take responsibility for items and simple actions, and recognise own basic rights and entitlements (with support)
- Agree how and when to complete simple tasks and complete them as agreed (with support)
- Recognise simple examples of responsible and irresponsible behaviour in given situations
- Express simply why being responsible (e.g. able to be trusted to do something) is important

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to confirm key accountabilities and responsibilities within situations and organisations, including own role and obligations• Understanding the range of different agreements between self and others (including contractual agreements) and the importance of meeting expectations and fulfilling obligations (and quickly confirming when this may present difficulties)	<ul style="list-style-type: none">• Skills, methods, and techniques for assigning roles and tasks in team-based and group activities, and confirming responsibilities and accountabilities are clearly understood and can be met• Skills, methods, and techniques for accurately predicting, monitoring, managing and updating progress, measuring quality in own work and shared tasks, activities, and projects, and communicating about potential issues, risks, or challenges	<ul style="list-style-type: none">• A willingness to take on responsibilities and offer support to others, with a determination to meet expectations and obligations• A willingness to take accountability for actions and outcomes, to be honest about mistakes and challenges, and to work to address issues and learn from experience

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing or checking knowledge of key accountabilities and responsibilities in work-relevant situations, including own role• Understanding agreements between self and others (e.g. basic contractual agreements) and the importance of meeting obligations (and quickly confirming when this may present difficulties)	<ul style="list-style-type: none">• Skills, methods, and techniques for agreeing roles and tasks within teams and group activities, and confirming expectations are understood and can be met• Skills, methods, and techniques for accurately checking and updating progress (e.g. for own work and shared tasks and activities), and communicating about potential issues, risks, or challenges	<ul style="list-style-type: none">• A willingness to take on basic responsibilities and to offer support to others, with a determination to meet expectations• A willingness to take responsibility for actions and outcomes, to be honest about mistakes and challenges, and to learn from experience

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing (or confirming knowledge of) basic responsibilities in work-relevant situations, including own role• Understanding basic agreements between self and others (including key details of basic contractual agreements) and the need to raise any issues or questions quickly	<ul style="list-style-type: none">• Basic skills and techniques for agreeing roles and tasks within teams and group activities, and confirming expectations are understood and can be met• Basic skills and techniques for checking and updating progress for own work and shared tasks and activities, and communicating about any basic issues, risks, or challenges	<ul style="list-style-type: none">• A willingness to show responsibility and offer support to others, with a determination to meet basic expectations• A willingness to take responsibility for both own actions and group outcomes, to be honest about mistakes and challenges, and to learn from experience

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing about basic responsibilities in work-relevant situations• Understanding basic agreements between self and others, and to ask questions to help understanding	<ul style="list-style-type: none">• Basic skills and techniques for agreeing to actions and checking what is agreed• Basic skills and techniques for checking and updating progress for own work, and communicating about basic issues or challenges	<ul style="list-style-type: none">• A willingness to show responsibility and perseverance• A willingness to take responsibility for own actions, and to learn from experience

Relationship management

Purpose and scope

Workplaces can be complex and challenging environments.

In many cases, the effectiveness of relationships and teamwork practices within employment settings determine the quality of products, services, and outcomes.

Developing effective and enduring professional relationships, constructive collaborations, working partnerships, and valuable support networks within professional contexts provides enormous advantages in employment. It is also an important skill set when seeking to secure employment opportunities.

This content area helps learners to explore a range of options, methods, and practices for establishing and maintaining effective work-relevant relationships, and for appreciating how these can be adapted to better suit specific people, contexts, and conditions.

The content area also delivers knowledge, understanding, skills, and behaviours that are useful for anticipating or resolving inevitable misunderstandings or tensions in work-relevant contexts, and for reflecting on past actions, options, behaviours, and outcomes, so that learners can improve relationships, and try to respond and react in ways that are more appropriate and effective in employment settings in the future.

This content area focuses on:

- Features, requirements, and benefits of good professional relationships
- Methods for identifying, addressing, and adapting to expectations across professional relationships
- Reflecting on professional relationships, resolving challenges, and making improvements

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Explain key features, requirements, and benefits of establishing and maintaining good professional relationships
- Recognise the nature and variety of formal or professional relationships, and how behaviours, interactions, and communication should be adapted to support

specific relationships (e.g. regular, accurate communications; actively seeking feedback)

- Apply a range of effective methods and strategies for developing and managing relationships in professional contexts
- Identify common causes of difficulty and challenge in workplace or professional relationships, and apply methods and techniques which help to anticipate and resolve these issues and challenges
- Review and reflect on work-relevant relationships at different levels (e.g. colleagues, peers, managers, mentors, customers, and other stakeholders), recognising different expectations and dynamics, and ways to enhance relationships to improve results and outcomes

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Describe some key features, requirements, and benefits of establishing and maintaining good professional or work-relevant relationships
- Recognise different formal or professional relationships, and how behaviours, interactions, and communication can be adapted to support different relationships
- Apply different methods and techniques to develop and maintain relationships in professional or formal contexts
- Identify some basic causes of difficulty and challenge in workplace or professional relationships, and apply basic methods and behaviours to avoid and resolve issues and challenges
- Reflect on relationships at different levels (e.g. colleagues, peers, managers, mentors, customers, and other stakeholders), recognising key differences, ways to improve relationships, and actions that will lead to better interactions and outcomes

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Express some basic methods of developing and maintaining good professional relationships and key benefits
- Give simple examples of how and when communications, behaviours, and activities change in different professional relationships or work-relevant situations, with some simple reasons for changes
- Outline the value or benefit of considering different opinions, views, and contributions in employment-related contexts

- Show respect for different opinions, views, values, and contributions in practical employment-related contexts, making or agreeing changes to actions and activities, where appropriate
- Give examples of difficult or challenging situations in work-relevant settings or activities, providing simple options or solutions with reasons for choices and actions
- Discuss how activities and behaviours can change depending on the work-relevant situation or people involved (e.g. colleagues; managers; customers)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Use suitable, basic communication methods to welcome, introduce, and thank people in work-relevant situations
- Express the different types of people in work-relevant situations and how communication changes by type (e.g. person or role) (with support)
- Recognise that other people's choices, views, beliefs, and contributions have value, and might be similar or different to their own
- Express simple opinions and listen to others carefully, considering their views and responses respectfully
- Work with others in work-relevant situations (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of different management and team hierarchies or structures, roles and responsibilities of personnel in work-relevant and professional settings, and their purposes• Understanding of different communication and presentational methods and behaviours that are appropriate to different relationships and contexts	<ul style="list-style-type: none">• Skills, methods, and techniques for establishing, monitoring, and maintaining good relationships within work-relevant settings, teams, and externally (including customer service skills)• Skills, methods, and techniques for communicating effectively for different purposes, in a range of professional contexts, and with different audiences to maintain effective relationships	<ul style="list-style-type: none">• Respectfulness, flexibility, and openness in interactions and communications with others, and ability to adapt behaviours according to circumstances• A willingness to engage with new and unfamiliar situations and personnel, to offer support, and develop new connections and positive relationships

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of basic management and team structures, and different roles, responsibilities, and expectations in work-relevant and professional settings• Understanding of different communication methods, presentation, and behaviours with different relationships and contexts	<ul style="list-style-type: none">• Skills, methods, and techniques for establishing and maintaining good relationships within work-relevant settings and externally (including customer service skills)• Skills, methods, and techniques for communicating for different purposes and with different audiences to maintain good relationships	<ul style="list-style-type: none">• Respectfulness and flexibility in interactions and communications with others, changing behaviours according to circumstances• A willingness to engage with new and unfamiliar situations and personnel, and to develop new connections and positive relationships

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of basic staff and team structures, and basic roles and responsibilities in work-relevant and professional settings• Understanding of basic communication methods, presentation, and behaviours with different relationships and situations	<ul style="list-style-type: none">• Basic skills and methods for establishing and maintaining good relationships within work-relevant settings and externally (including customer service skills)• Basic skills and methods for communicating for different purposes and audiences to support good relationships	<ul style="list-style-type: none">• Respect and flexibility in interactions and basic communications with others• A willingness to engage with new situations, and develop new connections and positive relationships

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Simple knowledge of some roles or basic structure in companies and organisations• Simple understanding of basic communication methods and behaviours in different people and situations	<ul style="list-style-type: none">• Basic skills and methods for having good relationships in work-relevant settings and externally• Basic skills and methods for simple communication that help to maintain good relationships	<ul style="list-style-type: none">• Respectful interactions and useful basic communication with others• A willingness to be positive in different situations

Initiative and goal setting

Purpose and scope

Showing determination, enthusiasm, and initiative are important traits for most employment. Employees (and anyone seeking employment opportunities) are expected to demonstrate their value to the workplace, regardless of their role.

This content area provides learners with insights, methods, and practices for helping set and achieve goals (personal, team-based and organisational), for making informed judgements about their achievement, and for showing a willingness to be flexible within the workplace, with the right attitude, interest, and imagination to provide help and support, as required.

Learners are encouraged to demonstrate greater self-sufficiency and drive, with the interest and energy to achieve workplace objectives and outcomes, rather than always waiting for direction or instruction. This includes using initiative when preparing for specific tasks and projects, carefully considering, checking, and querying different options, costs, and practices, making constructive contributions and, where possible, anticipating potential challenges and needs.

The knowledge and skills delivered will support learners to engage effectively with employment at different levels by setting and meeting goals that are realistic but challenging, supporting progress and proposing improvements to work-based activities, working cooperatively with others to monitor performance, address issues, and deliver outcomes, and by demonstrating personal motivation and resourcefulness. There is a focus on 'learning to learn from experience' (from their own or the experience of others) to improve decision-making and autonomy, with learners able to gather their own information or evidence, make valuable connections between ideas, options, and outcomes, and draw on accumulating insights, examples, and expertise to inform judgements and actions.

Learners start to develop more questioning and curious mindsets, which are highly valued in the workplace, and applicable to wider interests and activities, whether personal or professional.

This content area focuses on:

- Methods and mindsets for assessing, initiating, and improving decisions, actions, and outcomes
- Using resources, insights, and experience to challenge and improve options, processes, and practices
- Measuring progress and maintaining motivation with targets, goals, and ambitions

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Constructively challenge and investigate situations and problems, drawing on experience, evidence, and the views and expertise of others, to find appropriate options, anticipate challenges, make improvements, and develop solutions
- Consider requirements and resources individually in the context of personal and team-based needs and objectives, and set specific, realistic, and ambitious goals across different timeframes to support progress and achievement for specific activities and projects
- Work independently, and with others, to evaluate activities, basic processes, costs or resource requirements, and outcomes, identifying opportunities for improved working practices, efficiency, and results
- Use a range of examples, precedents, and other basic evidence to measure progress and to plan future activities and priorities, agreeing challenging and motivating goals and schedules to help maintain and improve efficiency, quality, and outcomes
- Reflect, review, and update set goals and progress made, providing reasons for results, and ways to address issues, improve performance and practices, and increase chances of success

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Consider situations and problems carefully, drawing on experience, basic evidence, and the expertise of others, to help decide on aims and options, to anticipate challenges, to make improvements, and to develop basic solutions
- Work independently, and with others, to reflect on activities, basic processes, costs, and outcomes, identifying opportunities for improvements (e.g. individually and as part of a team)
- Consider key resources and requirements and set suitable goals across different timeframes to support progress and achievement with tasks, activities, and projects
- Use examples and other basic evidence to help confirm progress and quality, and to plan future activities, agreeing aims, priorities, requirements, and basic schedules that maintain or improve quality and outcomes
- Review and reflect on performance, progress, and achievement, and suggest ways to improve current or future activities (e.g. tasks and projects)

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Consider situations, challenges, and basic problems, ask questions about them, and decide what might be helpful
- Consider basic aims for work-relevant projects or activities and set simple goals, helping decide what goals and basic outcomes should look like
- Discuss and agree basic plans and work to achieve set goals, deciding what activities, people, and resources will help, with suitable timeframes and points to check progress
- Make suggestions about basic activities based on opinions, information, and experience
- Reflect on outcomes in relation to goals, describing what went well and what did not, and what could be improved
- Update basic goals based on progress and achievements

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Consider basic situations and ask simple questions about them
- Make suggestions about options and simple problems (with support)
- Help agree aims and goals for activities or simple projects, listing things that may be needed (with support)
- Consider length of time needed to complete basic activities, using simple guidance or checklists to confirm progress and achievement (with support)
- List what went well and what did not go well
- Give simple views on work and outcomes and make simple suggestions for future activities (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to set realistic and practical goals, to measure progress, and improve performance and practices• Understanding the difference between constructive challenge and feedback to improve quality, processes, and performance, and criticism or negativity	<ul style="list-style-type: none">• Skills, methods, and techniques for defining goals, confirming action plans, and measuring progress• Skills, methods, and techniques for reviewing and evaluating plans, decisions, basic processes, costs or resource requirements, and outcomes to identify potential improvements	<ul style="list-style-type: none">• A willingness to constructively question and challenge plans, methods, assumptions, and established practices to develop and improve them• Determination, perseverance, and resilience under pressure and when faced with challenges, to reinforce motivation and focus on goals and outcomes

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to set realistic and practical goals and measure or check progress• Understanding the difference between positive suggestions and feedback to improve quality and unhelpful criticism or negativity	<ul style="list-style-type: none">• Skills, methods, and techniques for setting goals, confirming action plans, and checking progress• Skills, methods, and techniques for considering and reviewing work and outcomes to identify improvements	<ul style="list-style-type: none">• A willingness to check plans or activities, and ask questions about key decisions and methods to try to develop and improve them• Determination, perseverance, and resilience when faced with challenges, staying focussed on goals and motivated

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to set basic goals and check on progress• Understanding the difference between positive suggestions and feedback and unhelpful criticism or negativity	<ul style="list-style-type: none">• Basic skills and methods for setting goals, confirming simple action plans, and checking progress• Basic skills and methods for reviewing work and outcomes to identify simple improvements	<ul style="list-style-type: none">• A willingness to check and ask questions about key decisions and simple methods to try to improve them• Determination and resilience when faced with challenges, staying motivated and focussing on key goals

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to set basic goals and measure progress simply (with support)• Understanding how to ask useful questions	<ul style="list-style-type: none">• Basic skills and methods for setting simple goals, confirming simple action plans, and checking progress (with support)• Basic skills and methods for reviewing work and ways to make simple improvements (with support)	<ul style="list-style-type: none">• A willingness to check and ask questions about key decisions and simple methods to try to improve them• Determination and resilience when faced with challenges, staying motivated and focussed on basic goals

Self-appraisal and development

Purpose and scope

Being honest and constructive about our capabilities, strengths, and areas for development helps us to learn and to improve. Showing a commitment to personal and professional development also makes us more valuable in employment.

This content area delivers insights, methods, and practices which support learners to appraise, monitor, and reflect on their own needs and performance, to seek and respond appropriately to guidance and feedback, to identify priority areas for learning and development, and to use an appropriate range of information and evidence to develop and improve.

The knowledge, understanding, skills, and behaviours delivered help learners enhance their skills and improve their confidence, making them more valuable to employers, more valued by colleagues and teams, and more aware of the choices and opportunities that are available to them. This includes being able to match interests and aptitudes with progression opportunities, to identify goals and implement action plans, to monitor and measure progress, and to present commitment, qualities, and values persuasively to people in personal and professional settings.

These insights, methods and practices are intended to instil greater confidence in learners' capabilities, to increase agency and awareness of options, to develop a culture of continuous development and learning, and crucially, to support dreams and ambitions on any scale, drawing these aspirations ever closer.

This content area focuses on:

- Methods for evaluating own performance, progress, and potential
- Using evidence and feedback to support personal development and improvement
- Access learning and development and maximising these opportunities

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Independently review their own performance and achievements, and constructively appraise and identify strengths, qualities, potential, and areas for improvement and development

- Draw on a range of feedback and evidence of performance, outputs, and achievement (e.g. progress reviews, appraisal schemes) to develop a detailed profile of personal strengths, qualities, skills, and achievements, and areas where further learning, guidance, training or professional development, and support may be required
- Recognise the range and variety of aptitudes, performance, knowledge, and skills demonstrated by different individuals, appreciating diverse contributions, and how these can be coordinated and used collectively to enhance group activities and improve outcomes
- Produce an action plan for developing and improving knowledge, skills, performance, and achievements, which includes basic progress measures
- Identify and access suitable opportunities for personal improvement, learning, and development
- Review and effectively present examples and evidence of strengths, qualities, skills, work produced, and achievements to support development opportunities, including preparing for and responding to performance reviews.

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Review their own performance and achievements, identifying key strengths, qualities, potential, and areas for improvement or development
- Use feedback and basic evidence of performance, outputs, and achievement to produce a profile of personal strengths, qualities, skills, and achievements, and areas where further learning, improvements, guidance, and support may be required
- Recognise different abilities (e.g. knowledge or skills), qualities, and performance demonstrated by individuals and how these can work together to improve group-based activities and outcomes
- Find and access opportunities for personal learning, development, and improvement
- Produce a simple action plan for developing and improving knowledge, skills, performance, and achievements, which includes basic ways to measure progress
- Select and present examples and evidence of strengths, qualities, skills, work produced, and achievements to support development opportunities, including work-based reviews, character references, or testimonies.

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify basic strengths, qualities, and areas for development

- Discuss things they would like to improve, explain why and give simple ways that these improvements could be achieved
- Produce a simple development plan, with identified needs linked to suitable activities and people to support them
- Complete simple activities where they can apply strengths and practise and improve areas for development
- Seek advice, guidance, and feedback about activities, performance, and outcomes, and decide on suitable actions in response
- Review performance and progress at key points, updating the development plan

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Express what they like and what their strengths are
- Express what they want to improve or lack confidence in
- Express simple ways that they could try to improve and develop, and who or what might help (with support)
- Identify and complete an activity that they want to practise or improve (with support)
- Listen to advice and feedback and respond constructively
- Identify key steps to include in a simple development plan (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to identify support, feedback, learning, and development opportunities (e.g. where to access them, who to ask, and how to enquire)• Understanding the importance of reflecting on performance and acknowledging uncertainty, mistakes, and errors in order to learn from them and improve	<ul style="list-style-type: none">• Skills, methods, and techniques for evaluating own aptitudes, performance, achievements, needs, and potential• Skills, methods, and techniques for designing and using a personal development plan	<ul style="list-style-type: none">• A willingness to seek guidance and support, and to listen and respond appropriately to advice, guidance, and feedback• A willingness to recognise where their strengths lie, and when others may be better suited for specific tasks or actions

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to identify support, guidance, feedback and development opportunities (e.g. where to look for them; who to ask)• Understanding the importance of reflecting on performance and admitting errors and mistakes in order to learn from them	<ul style="list-style-type: none">• Skills, methods, and techniques for reviewing own strengths, achievements, development needs, and potential• Skills, methods, and techniques for preparing and implementing a personal development plan	<ul style="list-style-type: none">• A willingness to seek guidance and support, and to listen and respond appropriately to advice and feedback• An ability to recognise where their strengths lie and when help or support is needed

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing how to identify support, guidance, feedback and basic development opportunities (e.g. where to access and who to ask)• Understanding that it is important to reflect on actions and performance, and to recognise errors and mistakes in order to learn from them	<ul style="list-style-type: none">• Basic skills and methods for reviewing own strengths, achievements, needs, and potential• Basic skills and methods for producing and following a simple personal development plan	<ul style="list-style-type: none">• A willingness to ask for guidance and support, and to listen and respond appropriately to advice and feedback• An ability to recognise where strengths lie and when help or support is needed

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing about some basic support, feedback, and development opportunities• Understanding it is important to reflect on performance and recognise errors or mistakes in order to learn from them	<ul style="list-style-type: none">• Basic skills and methods for thinking about own strengths, achievements, needs, and potential (with support)• Basic skills and methods for using or following a simple personal development plan	<ul style="list-style-type: none">• A willingness to ask questions, and to listen carefully to advice and feedback• An ability to recognise strengths and to ask for help or support

Presentation and self-promotion

Purpose and scope

Workplaces can be collaborative and competitive environments, where quality and presentation are both very important.

This content area provides knowledge, understanding, skills, and behaviours which help learners present themselves, their achievements, and their work professionally, and to understand the importance of reviewing, quality assuring, and enhancing activities and outputs for different purposes and audiences.

Knowing how best to position, package, and promote our ourselves, our ideas, our work, and our aspirations (and those of the businesses or organisations that we represent) can be extraordinarily valuable, whether within the workplace or when trying to secure employment.

Learners will understand the importance of the impressions that they make in work-relevant settings, sometimes unintentionally. This includes the benefits of basic timekeeping, personal presentation, and professional behaviour, as well as broader attitudes, aspirations, and levels of commitment to plans, projects, and team-based activities, which will be widely noted in the workplace and often endure amongst colleagues.

This content area delivers various insights, methods, and practices which support learners to present themselves more positively, professionally, and persuasively, to craft, communicate, and showcase their efforts, interests, and ideas effectively, and to demonstrate commitment and determination in diverse employment contexts.

Learners will also develop an awareness of the different tools and technologies available to demonstrate their knowledge, skills, and value within the workplace, including how to judge suitable moments and methods for self-promotion.

This content area focuses on:

- The value and benefits of presentation
- Methods and techniques for presenting self and achievements
- Evaluation and improvement across areas of presentation

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Explain the importance of communicating and demonstrating capabilities, work, and achievements to consistent professional standards, and presenting oneself professionally in relevant settings
- Use a variety of effective methods and techniques to present interests, activities, capabilities, and work-relevant projects (e.g. relevant work produced), skills, and achievements to a range of employment-related audiences
- Review and enhance the presentation of work-related activities, projects, and outcomes, including personal presentation, and professionally and accurately present information and ideas to a range of audiences for specific purposes
- Evaluate their own abilities, experience, achievements, areas for development, and potential, and use this information and evidence to positively present and promote themselves for specific tasks, roles, opportunities, or progression
- Develop and communicate evidence of their experience, performance, and achievements using innovative and effective examples, presenting, enhancing, and packaging capabilities and skills for specific purposes and audiences
- Seek advice, guidance, and support to help develop and communicate their professional experience, capabilities, and potential

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Describe capabilities, interests, work, and achievements suitable for work settings and specific opportunities, and outline why it is important to present work and oneself professionally
- Review and improve the presentation of work-related activities and outputs, including personal presentation
- Reflect on own abilities, achievements, areas for development, and potential, using this information and evidence to decide how to present or promote oneself for specific roles, opportunities, or progression
- Select, develop, and communicate evidence of their experience, performance, and achievements, using suitable methods to present, enhance, and package interests, ideas, capabilities, and skills for different purposes and audiences
- Seek advice, guidance, and support to help develop and communicate their experience, capabilities, and potential in a clear, accurate, and persuasive manner

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Express why presentation is important in work-relevant situations
- Consider and agree ways to improve self-presentation (e.g. key skills, attitude, and achievements) and work they have produced
- Present themselves to a familiar group, giving some key details about who they are and what they have done
- Discuss simply qualities, strengths and achievements relevant to work and job opportunities
- Agree ways to present qualities, strengths, and achievement to access work, in work settings, or to secure job opportunities
- Discuss qualities, strengths, and achievement valuable to work with relevant people (with supported preparation)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Describe suitable presentation in work-relevant situations
- Express what they like and what their strengths are
- Agree simple plans and options for presenting key strengths, qualities, and achievements (with support)
- Prepare to present themselves and discuss a job, training, or development opportunity (with support)
- Recognise and reflect on when they have contributed to tasks and projects, and when they have been helpful to others (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of a wide range of digital technologies that can be used effectively to present and enhance work produced, presentation, and achievements• Understanding that effective self-promotion must be appropriately positioned and timed for different audiences (e.g. can be explicit but can sometimes be more effective with indirect methods and opportunities used to showcase strengths and value)	<ul style="list-style-type: none">• Skills, methods, and techniques for using a variety of tools and technologies to present and enhance work produced, presentation, and achievements• Skills, methods, and techniques for investigating and accessing appropriate forums, groups, and opportunities to demonstrate strengths, qualities, and value to relevant people, businesses, and organisations	<ul style="list-style-type: none">• Confidence to present and promote self in appropriate situations, which may sometimes be unfamiliar and challenging, while showing an interest in the perspectives and contributions of others• A willingness to constructively review own performance and achievements with a desire to continually learn and improve

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of different digital technologies that can present and enhance work produced, presentation, and achievements• Understanding that effective self-promotion must be suitable for situation, and can sometimes be more effective when done indirectly, or as part of other activities	<ul style="list-style-type: none">• Skills, methods, and techniques for using basic tools and technologies to present and enhance work produced, presentation, and achievements• Skills, methods, and techniques for exploring suitable forums and opportunities to demonstrate strengths, qualities, and value to relevant people, businesses, or organisations	<ul style="list-style-type: none">• Confidence to present and promote self in appropriate situations, some of which may be unfamiliar, balanced with modesty and an interest in the opinions and contributions of others• A willingness to accurately review own performance and achievements with a desire to learn and improve

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of common digital technologies which can present and enhance work produced, presentation, and achievements• Understanding that for self-promotion to be effective it must be suitable for situation and audience	<ul style="list-style-type: none">• Basic skills and techniques for using basic tools and technologies to present and enhance work produced, presentation, and achievements• Basic skills and techniques for exploring opportunities to demonstrate strengths and qualities, and demonstrating value to relevant people, businesses, and organisations	<ul style="list-style-type: none">• Confidence to present self in appropriate situations, which may be unfamiliar, and show an interest in the opinions and contributions of others• A willingness to honestly review own performance and achievements with a desire to learn and improve

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of basic digital technologies which can present self and work• Simple understanding about self-promotion	<ul style="list-style-type: none">• Basic skills and techniques for using tools and technologies to present self and work (with support)• Basic skills and techniques for identifying opportunities to show strengths and qualities	<ul style="list-style-type: none">• A confidence to present self and to show an interest in others• A willingness to think about own performance and achievements with a desire to learn and improve

Commercial awareness and money

Purpose and scope

No matter where we work or what we do, costs, quality, and waste will be crucial considerations. They support all organisations to operate effectively and to be sustainable.

This content area helps learners develop an understanding of how and why businesses, organisations, and individuals operate, exploring key concepts and practices relating to money and finances, recognising the risks and responsibilities within these important areas, and appreciating the care and attention required when dealing with commercial considerations.

This includes important commercial awareness and financial skills which apply across various professional and personal domains. While this knowledge and these skills can be transferable, learners will also understand the need to make this distinction, and the essential differences in processes, practices, and behaviours, when dealing with figures and money that are not their own.

This knowledge, understanding, skills, and behaviours supports learners develop and apply their numeracy skills, where appropriate, but importantly, delivers methods and practices which allow them to manage or respond to money, costs, payments, and budgets in employment and elsewhere, without undue reliance on their mathematical abilities.

The content helps learners understand the wide range of supporting tools and technologies, and established protocols available, in the workplace (and in their personal life), which can increase accuracy and efficiency, so that they are able to record, communicate, calculate, and check figures and finances, access relevant information and advice, monitor income and payments, while reducing the risks that can be present in personal performance in these important areas.

This content area focuses on:

- Key concepts and practices involving money, costs, budgets, and finances
- Practices and proficiencies involving money, costs, budgets, and finances
- Recognising responsibilities and reducing risks involving money, costs, budgets, and finances

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Explain key concepts and basic practices relating to the use of money and finances (e.g. budgets, income, costs, spending, borrowing, profit, risk, savings, and debt, business purpose and products, supply and demand, public and private sectors) at different scales (e.g. individuals, businesses), with some practical examples
- Explain key concepts and basic practices relating to personal income (e.g. pay, tax, national insurance, pensions, entitlements/benefits, spending, savings, and pensions), with some practical examples
- Explain the basic relationship in commercial contexts between quality, cost, and time
- Explain key risks and responsibilities with managing money and finances, including personal finances, directly or indirectly in workplace contexts, and limits of authority
- Apply straightforward mathematical knowledge and checking processes, using technology as appropriate, to confirm that figures, costs, budgets, and finances are accurately recorded, amended, and communicated in relevant tasks
- Produce and use a straightforward budget, keeping a simple record of income and expenditure

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Outline simply key concepts and basic practices relating to money and finances (e.g. transactions, spending, income, savings, profit, debt, business type, purpose, context), giving some examples
- Outline simply key concepts and basic practices relating to personal income (e.g. pay, tax, spending, savings, health cover, benefits, and pensions)
- Outline simply the importance of quality, cost, and time for businesses
- Outline some key risks and responsibilities (e.g. accuracy; permissions; scale) relating to money and finances, including personal and professional setting examples
- Apply basic mathematics and checking processes when using figures (e.g. costs, amounts stated) in basic tasks to support accuracy, using technology to support quality and accuracy
- Plan and use a simple budget, keeping a simple record of income and spending

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Describe the difference between paid and voluntary work
- Recognise the difference between income and payments
- Recognise how basic budgets work in practice, using given examples
- Identify the main elements on a pay slip, and express what is meant by pay, tax, NI, and pensions payments
- Recognise some basic issues with personal and business finances or money (e.g. timing of payment and outgoings, frequency of wage payment and costs)
- Describe different types of businesses, how they make money, and recognise basic structure (e.g. shops, banks, departments, management, responsibilities)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Recognise that work can be paid or unpaid
- Recognise the difference between income and payments (with support)
- Consider basic money problems (e.g. cost and amount available, differences in wages and spending) (with support)
- Give examples of businesses, expressing what they do and why
- Recognise that businesses and organisations include different roles

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing key concepts and terms relating to basic elements of commerce and finance, including income, costs, tax, and profit• Understand the importance of financial and commercial awareness, basic budgeting, and accurate record keeping, and how to apply basic and functional numeracy skills	<ul style="list-style-type: none">• Skills, methods, and techniques for applying basic and functional numeracy skills to payments, transactions, straightforward budgets, accurate record or simple bookkeeping, and checking processes in work-relevant settings• Skills, methods, and techniques for using and confirming accurate figures in work-relevant settings, including by making reasonable judgements about costs and figures (e.g. using estimation when appropriate)	<ul style="list-style-type: none">• Attentiveness to detail and due care given when reviewing, inputting, updating, and checking figures and costs• Being conscientious and responsible when dealing with tasks, activities, and projects with cost and financial implications

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing some basic concepts and terms relating to simple aspects of business and finance (e.g. income, spending, costs, tax and profit), and how to apply basic numeracy skills to work situations (e.g. to check figures make sense)• Understand the importance of basic commercial awareness, accurate figures and records.	<ul style="list-style-type: none">• Skills, methods, and techniques for applying basic, functional numeracy skills to simple tasks involving money and figures in work relevant settings (e.g. costs, payments, transactions, simple budgets, and accurate records)• Skills, methods, and techniques for checking accuracy of key figures, including using estimation to confirm that costs or figures add up	<ul style="list-style-type: none">• Taking care and paying attention to detail when reading, communicating, updating, or checking figures, amounts, or costs• Being responsible when dealing with work, activities, and projects with figures, amounts, or costs

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing some basic concepts and terms relating to simple aspects of commerce and finance (e.g. money, costs, and tax), and how to apply basic numeracy skills in work settings (e.g. to check basic figures)• Understand that some financial and commercial awareness is important, including key figures, simple budgets, and accurate records	<ul style="list-style-type: none">• Basic skills and methods for applying functional numeracy skills at the level to basic payments, transactions, simple budgets, accurate records, and checking in work-relevant settings• Basic skills and methods for checking accuracy of key figures, including using simple estimation to confirm that costs or figures add up	<ul style="list-style-type: none">• Being attentive to detail and careful when reading, inputting, updating, and checking basic figures and simple costs• Checking with others when dealing with costs and figures in work, activities, and projects

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing some simple concepts and terms about money and commerce (e.g. money, costs, buy, sell, cards, notes, coins, pay), and how to apply basic numeracy skills to simple situations (e.g. to check or match figures) (with support)• Understand that awareness of issues relating to money are important (e.g. key figures, accurate records)	<ul style="list-style-type: none">• Basic skills and methods for applying basic functional numeracy skills to simple payments, costs, records, and checking in work-relevant settings (with support)• Basic skills and methods for checking accuracy of key figures, including considering if costs and figures seem to make sense (e.g. in line with previous situations or similar products)	<ul style="list-style-type: none">• Being careful when reading, using, and checking basic figures and simple costs• Checking with others when dealing with figures and costs

Employment and career management

Purpose and scope

Understanding the world of work and gaining insights into employment are crucial for learners to position and present themselves effectively, and to make more informed judgements about what they want to do, where they feel their qualities and capabilities might be valued, and what they want to achieve in their careers.

This content area gives learners an opportunity to explore the extraordinary variety of occupations, employers, and industries which comprise the contemporary economy, to start to appreciate the dynamic nature of the labour market, and to understand that jobs and careers can take many forms and different routes.

Learners will research and evaluate different occupations, industries, and opportunities, and review and reflect on their own interests, aptitudes, and ambitions. Using this information and these insights, learners will develop, present, and match their abilities and achievements with potential commercial initiatives and enterprise activities, options for advancement within workplaces, more personalised and versatile employment models, and career development opportunities across different timeframes.

This will include developing suitable methods and practices for packaging and presenting their interests, achievements, and skills appropriately for different contexts and audiences, for developing and expanding productive personal and professional connections, and for communicating persuasively about the value and contributions that they can make to prospective employers and teams, or where there is an entrepreneurial spirit, as they develop commercial ideas and opportunities of their own.

This content area focuses on:

- Types of work, employment, and careers
- Gaining employment by understanding requirements, challenges, and opportunities
- Developing and presenting value and skills to ensure currency and secure employment or progression

Performance standards

LEVEL 1

At Level 1, the learner can:

- Explain the nature and function of different jobs and careers (e.g. their stages, requirements, and contexts), including the types of occupational roles and positions that can be involved (including self-employment, flexible employment, business ideas or income-based activities)
- Research and evaluate employment roles, occupations, industries, sectors, and careers, in the context of their own interests, aspirations, aptitudes, achievements, potential, and current employment or achievements
- Consider and investigate development areas, experiences, and opportunities which could increase their suitability for specific roles, enhance insights, knowledge, understanding, and skills, and improve their chances of securing opportunities or promotions (e.g. specific roles)
- Review and reflect on their own interests, aspirations, aptitudes, and achievements, as well as areas and opportunities for development, to develop work-based, professional or career development plans, which include setting goals over different timeframes.
- Develop a professional profile, supported by evidence (e.g. a portfolio or showcase of own work, skills, and achievements or a curriculum vitae), using a range of effective methods to communicate their suitability and value to management or prospective employers
- Review and reflect on current experience, activities (e.g. relation to the labour market or opportunities for advancement), and achievements, and identify how they can increase connections with individuals, teams, companies, and organisations to demonstrate their value, potential, enthusiasm, and commitment, or to develop their own business or commercial ideas and opportunities

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Outline simply examples of careers, their stages and basic requirements, including different types of roles or positions that can be involved (e.g. self-employment)
- Outline types of work and roles (e.g. occupations, industries, sectors, careers, flexible employment options, business ideas) and their relevance to their own interests, aptitudes, achievements, aspirations, potential, and current or previous employment, where relevant
- Find and access experiences and opportunities which could develop work or industry-related insights, knowledge, understanding, and skills, and improve their chances of securing specific roles or occupations, or being promoted

- Reflect on interests, abilities, aspirations, and achievements, and areas and opportunities for development, to develop a professional and career development plan, which includes setting clear goals
- Produce a professional profile, supported by basic evidence (e.g. a simple portfolio to showcase work, skills, and achievements), and use different methods to communicate their suitability to managers or employers
- Reflect on role, experience, or activities, and opportunities for employment or advancement, and identify how to increase connections with individuals, teams, companies, and organisations, demonstrating enthusiasm, commitment, and potential

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Give examples of different work, jobs, and industries
- Express how employment can have different options or models (e.g. a job, flexible or part-time, self-employment, a career, voluntary work, or a business idea or income-based activity)
- List some jobs, roles, careers, and industries that interest them and explain why
- Consider their own strengths, experience, achievements, and potential, and how these might be useful to different types of work
- Identify areas of development and actions that could help them access work or earn money
- Discuss and agree a personal development plan to help them access work, achieve work-related goals, and improve opportunities (with appropriate support)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Give examples of different jobs
- Describe a job or career they know about
- List jobs that they think they would enjoy and explain why
- Discuss their goals and aspirations in life and work, and any employment or work experience they have
- Reflect on their experience, strengths, and potential, and consider how this could be valuable for work or jobs, or at work (with support)

- Identify actions that could be useful to accessing work, improving opportunities at work, or helping others to develop ideas and activities relevant to work, income, or business (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing that there are a wide variety of roles, occupations, careers, and opportunities that exist in different fields• Understanding that jobs and careers change and develop continually, and that opportunities must be pursued with creativity and determination	<ul style="list-style-type: none">• Skills, methods, and techniques for practising, applying, developing, and transferring strengths and abilities, while addressing relative weaknesses, in line with interests and ambitions• Skills, methods, and techniques for exploring, developing, and increasing work relevant and professional connections, employment and development opportunities, and training and work experience	<ul style="list-style-type: none">• A willingness to find and trial unfamiliar work-relevant experiences, develop new skills, broaden perspectives, and seek to establish useful connections and relationships• An ability to identify new opportunities and connections, to be curious and creative, and to take reasonable risks and to innovate, where possible

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing the types of roles, careers, temporary, and other opportunities that exist in different areas of employment• Understanding that jobs and careers change and develop, and that opportunities can lie in unexpected places and require determination (and guidance and support)	<ul style="list-style-type: none">• Skills, methods, and techniques for practising and developing abilities and strengths, and identifying and addressing possible weaknesses, in line with interests and ambitions• Skills, methods, and techniques for exploring, developing, and increasing work relevant and professional connections, development and employment opportunities, and training and work experience	<ul style="list-style-type: none">• A willingness to find and try unfamiliar experiences, develop new skills, and establish connections and relationships• An ability to explore opportunities and connections, to be curious and creative, and to take some appropriate risks or chances, where possible

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing some roles, occupations, careers, and other opportunities (e.g. temporary, self-employed) that exist in areas of employment• Understanding that jobs and careers change and develop, and that opportunities can take effort to find and require determination (and support)	<ul style="list-style-type: none">• Basic skills and methods for practising and developing strengths and qualities, and starting to address weaknesses• Basic skills and methods for exploring and developing work relevant connections, development, and employment opportunities (including training and work experience)	<ul style="list-style-type: none">• A willingness to try new experiences, develop basic skills, connections, and relationships• An ability to consider opportunities and connections, and to be curious and creative

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowing about basic job opportunities• Understanding that jobs and careers change	<ul style="list-style-type: none">• Basic skills and methods for practising and developing strengths and qualities (with support)• Basic skills and methods for exploring job, training, or development opportunities (with support)	<ul style="list-style-type: none">• A willingness to develop basic skills and relationships• An ability to think about aims and ambitions, and to be curious and creative

Workers' rights

Purpose and scope

Learners who historically have taken PSEQs are some of our most marginalised and may be particularly vulnerable to exploitation.

We want these learners to be able to make a sustained contribution to the workplace and part of this is knowing their rights and what to expect at various stages of work, including navigating processes and procedures they may go through in the workplace.

This content area focuses on:

- Employment rights
- Awareness of workplace processes and policies
- What to do when things go wrong at work

Performance standards

LEVEL 1

At Level 1, the learner can:

- State workers' rights and entitlements
- State the purpose of appraisals, potential outcomes; practical actions that can be taken to encourage a positive outcome
- State how to raise issues informally and formally
- State sources of internal and external support and the issues/events they can support
- State employee and employer expectations when employment is coming to an end
- State how rights differ for different types of work: public and private sector, agency work, zero hours contracts, full time, part time, temporary, permanent, voluntary
- State what to expect in a contract, purpose of a job descriptions and where to go for support to understand the detail
- State payment conventions: frequency, paperwork (e.g., Payslips, P45), common pay deductions (tax, pensions).

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- State workers' rights at recruitment (e.g., support or reasonable adjustments at interview)
- State workers' rights at during a job
- State workers' rights at the end of a job
- List external and internal sources of support.
- identify if there is a cost involved in accessing support
- Explain how to access their services
- Give an example of how to ask for help in an organisation with different processes (e.g., appraisal, mentor review, grievance procedure)

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- State at least two examples of worker rights
- Give two examples of situations when these rights are needed
- Identify two sources of help/ guidance
- Explain approach to ask for help

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify a situation when a person may need to access their rights. (e.g., video/role play)
- Identify a person or organisation who can help

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of statutory employment rights• Knowledge of reasonable adjustments and how they vary by need• Knowledge of sources of support within and without the organisation such as: mentors, line managers, HR, trade unions, occupational health, Access to work• Responsibilities around rights such as contributing to a safe work environment• Understands what harassment is, and what is meant by dignity at work	<ul style="list-style-type: none">• How to raise an issue with your line manager• How to find your employer policies and procedures• Ways to escalate issues that arise• Principles of professional language and behaviour in the workplace• Boundaries around work such as extra shifts and being contactable outside of work hours	<ul style="list-style-type: none">• Can calmly and politely raise concerns

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of statutory employment rights and work stages• Knowing sources of support within and without the organisation such as: mentors, line managers, HR, trade unions, occupational health, Access to work, Jobcentre, CAB	<ul style="list-style-type: none">• How to raise an issue• How to find your employer policies and procedures• Identifying good employers before applying e.g., pay is fair and competitive, avoiding scams such as MLM	<ul style="list-style-type: none">• Can calmly and politely raise concerns

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Knowledge of statutory employment rights and work stages• Examples of reasonable adjustments and how they vary by need• Knowing sources of support within and without the organisation such as: mentors, line managers, HR, trade unions, occupational health, Access to work	<ul style="list-style-type: none">• How to raise an issue with your line manager• How to find your employer policies and procedures	<ul style="list-style-type: none">• Can calmly and politely raise concerns

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<ul style="list-style-type: none">• Examples of reasonable adjustments and how they vary by need• Knowing sources of support within and without the organisation such as: mentor, line managers, HR, trade unions, occupational health, Access to work	<ul style="list-style-type: none">• How to raise an issue with your line manager• How to find your employer policies and procedures	<ul style="list-style-type: none">• Can calmly and politely raise concerns



Department
for Education

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