Draft PSEQ National Standards for consultation

Personal and Social Development content areas

March 2024

Contents

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.

National standards for Personal and Social development

Communication

Purpose and scope

Sharing our thoughts, ideas, and feelings, and understanding those communicated by others, is an important part of life. It allows us to engage with others, to establish connections and build trust, to seek and confirm information, to learn and develop, and to better understand the world around us, in all its diversity.

This content area helps learners communicate for a range of purposes and audiences, delivering skills and techniques that help them to interpret responses, reactions, and needs across different contexts, and to evaluate and adapt approaches accordingly.

The insights, methods and practices delivered support learners to review and reflect on the way that they communicate, to improve their skills and techniques based on information, evidence, and outcomes, and to develop an understanding of the various tools and technologies available to ensure they communicate accurately, appropriately, and responsively, whatever the situation.

Effective communication skills enhance and improve almost all our interactions and activities and this content area provides sound foundations on which much of our personal and social development depends.

This content area focusses on:

- Communication methods and techniques
- Communication purposes and audience responses
- Communication effects and outcomes and areas for improvement

Performance standards

LEVEL 1

At Level 1, the learner can:

- Select and evaluate different communication methods, techniques, or strategies appropriate to purpose and audience
- Adapt communication methods, techniques, or strategies effectively, considering purpose (e.g. eliciting information, developing trust or confidence, confirming understanding), context, and conditions, and the needs and responses of others

- Monitor and adjust contributions, responses, and behaviours to support mutual understanding and effective communication, based on constructive engagement (e.g. active listening, acknowledging strength of feeling or concern)
- Use a range of communication methods, techniques, or strategies to improve communication and to support mutual understanding (e.g. managing different perspectives, disagreement, tension, or conflict), making or requesting changes, where necessary.
- Consider and reflect on interactions and communication, evaluating effectiveness of methods, techniques, or strategies, and identify where changes and improvements can be made

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Select different communication methods and techniques appropriate to purpose and audience
- Adapt communication methods and techniques, considering purpose, context, and conditions, and the needs and responses of others
- Consider responses, reactions, and needs of others when communicating, and make or request suitable changes and improvements, if needed (e.g. to acknowledge different views, address tension or conflict)
- Use communication methods and techniques for specific purposes (e.g. eliciting information, developing trust or confidence), adapting contributions, responses, and behaviours to support aims and mutual understanding
- Consider and reflect on interactions and communication, and identify where changes and improvements can be made

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify different communication methods (e.g. conversation, emails, telephone and online calls, text messages)
- Select and use suitable communication techniques and methods for specific situations
- Adapt communication techniques and methods in response to reactions and context
- Respond to different types of communication (e.g. written, digital)
- Reflect simply on communication choices, needs, and outcomes.

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Recognise different communication methods (e.g. conversation, emails, telephone and online calls, text messages)
- Use different communication techniques and methods (with support)
- Respond to different types of communication (e.g. written, digital) (with support)
- Express simply communication needs and preferences

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge of a range of straightforward communication methods, techniques, and strategies • Understanding of how communication methods can be adapted for specific purposes and audiences	Examples could include: • Communicating straightforward information and ideas for specific purposes, using a range of different formats, modes, styles, and digital technology • Adjusting communication methods, techniques, and strategies during activities, by monitoring participant or audience reactions, to achieve specific objectives • Reviewing and adapting communication methods, techniques, and materials produced, based upon responses, outcomes, and needs	Examples could include: • An attentiveness, awareness, and responsiveness to the reactions, signals, and needs of others • An interest in and empathy for other people's perspectives, ideas, feelings, and contributions

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge of common communication methods and techniques • Understanding how communication methods can be adapted for specific purposes and audiences	Examples could include: • Skills, methods, and techniques for communicating straightforward information and ideas for specific purposes, using different formats, styles, and digital technology • Skills, methods, and techniques for adjusting communication during activities in response to the reactions and needs of others (e.g. relevant audiences; respondents) • Skills, methods, and techniques for reviewing, adapting, and improving communications, based upon responses and needs	Examples could include: • An attentiveness, awareness, and responsiveness to the reactions, signals, feedback, and needs of others • Interest in other people's perspectives, ideas, feelings, and contributions

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge and understanding of basic communication methods and technologies • Understanding that communication methods can be adapted for different purposes and audiences	Examples could include: • Communicating basic information and ideas for different purposes, using different options • Amending and updating communications, based upon responses and needs • Making some changes to communication during activities in response to participant or audience reactions	Examples could include: • An awareness of the reactions, signals, and needs of others • Interest in other people's opinions, ideas, feelings, and contributions

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Some basic knowledge and understanding of simple communication methods • A basic understanding that communication approach can be changed for different audiences	Examples could include: • Basic skills and methods for communicating simple information and ideas for different purposes • Basic skills and methods for changing communicated information, based upon responses and needs • Basic skills and methods for making simple changes to communication during activities, in response to reactions	Examples could include: • Some awareness of reactions and signals from others • An interest in other people's opinions, ideas, feelings, and contributions

Planning and scheduling

Purpose and scope

Understanding how to organise time, effort, and resources to achieve specific aims and to respond to daily pressures, priorities, and challenges is valuable in all activities.

This content area provides important insights, methods, and practices which support learners to consider, plan, and schedule their tasks, activities, and duties across different timeframes, using various resources and external input, so that they are better prepared to respond to the demands presented by daily life, and are able to schedule, prioritise, and fit together sometimes conflicting commitments.

Contemporary life requires us to put its jumbled pieces together in a meaningful and manageable arrangement, where we can also position ourselves more confidently and comfortably. Planning and scheduling allow learners to access the help and support of others, knowing that they will be available, and to meet various appointments and obligations, whether personal or professional.

The knowledge, understanding, skills, and behaviours delivered help learners to align needs, obligations, and aspirations, accessing the guidance and resources that they require, making decisions and completing tasks on time, identifying improvements and efficiencies in the organisation of their lives, and drawing on the many tools and technologies available that enable people to schedule and plan ahead.

Learners will acquire skills and techniques that can help make life run to their schedule, rather than being run down by its pressures and demands.

This content area focusses on:

- Preparing and planning for activities to help understanding, performance, and outcomes
- Considering time and resources when planning, organising, and carrying out activities and tasks
- How planning and scheduling can help learners save and regain time and resources

Performance standards

LEVEL 1

At Level 1, the learner can:

- Separate tasks and activities into relevant stages and manageable components, considering different approaches, priorities, and inter-dependencies

- Plan, sequence, and prioritise tasks and activities, according to purpose and need, using a range of tools and technology to support planning, scheduling, and effective management of tasks, appointments, and activities.
- Develop, monitor, and review plans and processes, according to specific purposes, requirements, and resources, confirming the availability and contributions of others when planning and scheduling tasks and activities
- Organise and manage own time and resources effectively to achieve specific goals and outcomes, considering possible issues and challenges, and how they might be anticipated and managed effectively
- Consider possible risks and threats to the quality and effectiveness of methods, processes, and outcomes, making changes to plans and schedules to address and minimise issues
- Organise and manage time and resources, including other participants, to enable effective multi-tasking and efficiencies in process and outcomes

ENTRY LEVEL 3

At Entry 3, the learner can:

- Separate tasks and activities into stages and manageable components, considering priorities and suitable approaches
- Plan, develop, and sequence tasks and activities, considering purpose, needs, resources, and the contributions of others
- Consider possible issues, risks, and challenges to quality and effectiveness of planned work (e.g. availability), and how these could be solved
- Organise and manage time and resources to achieve specific goals and outcomes, using basic tools and digital technology to support planning and scheduling of appointments, tasks, and activities
- Review and reflect on plans, basic processes, and outcomes, and how these might be developed and improved

ENTRY LEVEL 2

At Entry 2, the learner can

- Sort and prioritise basic tasks and activities
- Express simply key requirements of routine tasks and some possible challenges
- Check with others about involvement and contributions to activities and outputs
- Produce a simple plan for activities (e.g. people, basic activities, key resources, and timings) with any problems for completion listed with options or simple solutions.

- Record basic details of appointments and commitments (including with digital technology)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Sort and order simple tasks and activities
- List needs for basic tasks and activities, requesting support to complete them where necessary
- Follow a simple plan for tasks or activities (e.g. things needed, contributions)
- Check and meet appointments and commitments (with support)
- Express simply some basic risks or issues for completion with simple options to avoid them (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that complex and challenging situations can require separation and simplification to identify issues and interdependencies, and that there are a range of tools and technology that can help support planning and scheduling • Understanding how time, time management, and time sensitivity apply to different plans and tasks, and that requirements, and demands can be in conflict or tension and require prioritisation and compromise	Examples could include: • Skills, methods, and techniques for organising and prioritising tasks and activities according to requirements and needs • Skills, methods, and techniques for judging time required to complete tasks and activities and how to organise or manage multiple demands efficiently • Skills, methods, and techniques for identifying potential issues, challenges, and risks to plans and schedules with alternative options and solutions	Examples could include: • Taking responsibility for obligations and multiple required actions, and carefully considering how they can be met or completed appropriately • Checking and confirming expectations and obligations, and considering how best to achieve necessary requirements

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include • Knowing that time management and time sensitivity are important when planning and scheduling, including key tools and technology that can help to support these activities • Understanding of how different priorities, requirements, and demands can be in conflict or tension and require prioritisation and compromise	Examples could include: • Skills, methods, and techniques for organising and prioritising tasks and activities according to needs • Skills, methods, and techniques for judging the time required to complete tasks and activities, and how to effectively sequence tasks • Skills, methods, and techniques for identifying potential issues, challenges, and risks to plans and schedules and how to have alternative options and solutions available	Examples could include: • Taking responsibility for obligations and required actions, and considering how they can be completed appropriately • Checking and confirming expectations and obligations, and considering how to achieve these different requirements appropriately

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Know some tools and technology that can help support planning and scheduling • A basic understanding of time and time management for different plans and tasks, and how priorities or demands can conflict and require choices	Examples could include: • Basic skills and methods for arranging and prioritising tasks and activities according to needs • Basic skills and methods for estimating time required to complete tasks and activities and how to effectively sequence tasks • Basic skills and methods for identifying potential issues or challenges to plans and schedules with possible options and solutions	Examples could include: • Taking responsibility for required actions, and considering how they can be completed • Checking expectations, and considering how to achieve requirements as expected

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge about time in relation to plans and tasks, and the need for basic choices to fit them in • Basic understanding of some familiar tools and technology to help planning and scheduling	Examples could include: • Basic skills and methods for sorting tasks and activities, according to needs (with support) • Basic skills and methods for thinking about the time required to complete tasks and activities, and how to effectively sequence tasks. Basic skills and methods for recognising problems for plans and schedules, and alternatives	Examples could include: • Taking some responsibility for actions • Checking expectations and needs

Action and consequence

Purpose and scope

Understanding that the world, and the people within it, are inter-connected is crucial for our personal and social development. We need to learn that our actions have consequences, whether intended and unintended, and affect others as well as ourselves.

This content area aims to provides learners with greater agency, autonomy, and control within their lives, by helping them develop a greater awareness of their actions, with an appreciation of likely outcomes.

Learners develop knowledge, understanding, skills and behaviours which support them to anticipate, evaluate, or decide on potential actions and their consequences in advance. This helps learners appreciate that consequences can often be predicted to a degree, providing them with a surprising "window to the future", and greater confidence and security about decision-making, judgements, and choices across different situations.

Learners will explore different methods and techniques for considering decisions, options, and actions, and use information, examples, experience, and evidence to imagine, plan, model, or test possible, potential, and probable consequences for choices available. By applying reasoning, using evidence, and learning from experience, learners are able to avoid careless decisions or ill-considered judgements, and to avoid unleashing unwanted risks or unpleasant outcomes.

The insights acquired through these simple practices can empower learners to act more carefully, responsibly, and constructively, and to appreciate that the future is created by our current actions, so can be less unpredictable or unknown than we often assume.

This content area focusses on:

- How actions affect circumstances and outcomes (including individuals and others)
- How actions influence the world around us, deliberately and unintentionally
- Examples of actions and their outcomes, including likelihood or predictability

Performance standards

LEVEL 1

At Level 1, the learner can:

- Explain the relationship between actions and consequences
- Recognise the relationship between possible, potential, and actual outcomes

- Provide a range of practical examples of actions and consequences, reflecting on different outcomes and the reasons for them
- Investigate a range of different actions and consequences (e.g. outline and model relevant scenarios or test options)
- Apply insights and understanding in practical situations, based on the demonstration, investigation, and reflection on actions and consequences
- Propose, challenge, and adapt options, methods, and behaviours based on careful consideration of actions and consequences

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Describe the relationship between actions and consequences
- Recognise the relationship between possible, potential, and actual outcomes
- Provide, explore, and test examples of actions and consequences (e.g. outline and model practical examples), confirming different outcomes
- Describe insights and understanding by reflecting on actions and consequences
- Choose and adapt options, methods, and behaviours, based on consideration of actions and consequences

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Express the relationship between actions and consequences, giving an example
- Identify the differences between possible and actual outcomes
- Reflect on their own actions and consequences
- Identify different actions they could have taken for a previous decision and possible effects or consequences

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify actions and direct consequences (presented simply)
- Express an example of an action and its consequences
- Consider own actions and consequences (with support)
- Express simply an action that could have positive consequences and one that could have negative consequences

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that actions can have deliberate and unintended consequences, and predictable and unpredictable aspects of action and consequence are important for decision-making and evaluating risks • Understand the principle of action and consequence, its implications and applications across complex real-life contexts	Examples could include: • Skills, methods, and techniques for considering, exploring, and anticipating potential consequences of actions • Skills, methods, and techniques for applying experience and evidence to situations and problems to help anticipate likely outcomes and consequences • Skills, methods, and techniques for identifying a variety of people, situations, and circumstances which are likely to be affected by actions	Examples could include: • Taking care to ensure that choices, actions, and consequences are carefully considered in advance to determine likely effects and risks, including awareness of delayed effects and consequences • Taking care to consider the suitability of actions for different situations and contexts (e.g. the potential effects on others) and seeking advice and guidance in challenging or novel situations • Reflecting upon actions and their consequences in order to learn from experience and adapt behaviours to minimise negative effects

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that there are predictable and unpredictable outcomes of action, deliberate and unintended consequences • Understanding the basic principle of action and consequence and its applications in real-life contexts (e.g. in choices; decision-making; and risks)	Examples could include: • Skills, methods, and techniques for considering, exploring, and anticipating potential consequences of actions • Skills methods, and techniques for applying experience and basic evidence to situations and problems to help anticipate likely outcomes and consequences • Skills, methods, and techniques for identifying people, situations, and circumstances which are likely to be affected by actions	Examples could include: • Taking care to ensure that choices, actions and consequences are considered in advance to understand likely effects and risks (e.g. effects on others), and the suitability of actions for different situations and contexts • Reflecting on actions and consequences in order to learn from experience and adjust behaviours to minimise negative effects • Seeking advice and guidance in challenging and novel situations

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how action and consequence operate and different examples in real-life • Understanding that action and consequence can be predictable and unpredictable	Examples could include: • Basic skills and methods for considering and exploring potential consequences of actions • Basic skills and methods for considering experience and examples of situations and problems to decide on likely outcomes and consequences • Basic skills and methods for identifying people and situations which are likely to be affected by actions	Examples could include: • Taking care to consider choices, actions, and consequences in advance • Taking care to consider the suitability of actions for different situations and contexts and reflecting on them to learn from experience • Seeking advice and guidance in challenging and unfamiliar situations

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: - Some limited knowledge of how actions and consequences work and giving practical examples - A basic understanding of deliberate and unintended, and predictable and unpredictable, effects or consequences from actions	Examples could include: - Basic skills and methods for considering consequences of actions - Basic skills and methods for considering experience and examples of situations that show different outcomes and consequences - Basic skills and methods for identifying people and situations which could be affected by actions	Examples could include: - Some limited consideration of choices, actions, and consequences in advance - Some limited consideration of suitability of actions for different situations - Some limited consideration of past actions and consequences to learn from experience (with support)

Self-management

Purpose and scope

Daily life is often unpredictable and pressured.

It is easy to feel overwhelmed as opportunities and demands stream passed us, the force of life's current making it difficult to keep a firm footing and to find a moment of calm.

This content area helps learners arrange information, problems, and pressures into more manageable and ordered components, by improving their ability to understand situations, deal with difficulties, complete activities, and resolve problems, when things feel complicated and confusing. This is based on better planning and more ordered and systematic arrangement of their materials and affairs, with more effective sequencing, recording, labelling, and storage of information, ideas, tasks, and resources.

Knowing where and how to access information, guidance, and support, how these connect with wider tasks, activities, and projects, and being able to see how different elements can be accessed easily and combined effectively, is the key to being organised, and in control.

This content area delivers knowledge, understanding, skills, and behaviours which support learners to interpret, sort, monitor, and address inter-connected aspects of their daily lives, improving levels of understanding, and processes and practices in its management and organisation. These are important skills and techniques for helping learners become appropriately prepared for daily tasks and activities and are able to calm and control the flood of information, problems, and unpredictable pressures which can arise at any time.

This content area focusses on:

- Arranging and sorting items (e.g. thoughts, resources) to help understanding, performance, and outcomes
- Ordering aspects of life to understand them better, to gain insights, and to make them more effective or achievable
- Reviewing how items, actions, and experiences can be arranged to improve situations

Performance standards

LEVEL 1

At Level 1, the learner can:

- Consider, categorise, and arrange ideas, issues, materials, and resources to enable improved access, understanding, and use
- Use planning techniques and methodologies to improve processes, practices, and outcomes
- Draw insights and improve performance, judgements, and outcomes, based on effective and efficient identification and arrangement of information and resources
- Identify and align options and objectives, adapting plans, methods, and behaviours to achieve specific outcomes and goals
- Evaluate conditions and circumstances, reviewing and revising plans, decisions, methods, and processes, to improve performance, and achieve specific outcomes and goals

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Consider and arrange information (e.g. ideas, issues), materials, and resources clearly to enable easy access and use
- Use basic planning techniques and methods to improve processes, practices, and outcomes
- Draw insights and improve judgements and conclusions, based on effective arrangement of varied information and resources
- Identify and consider options and objectives, adapting plans, methods, and behaviours to achieve specific outcomes and goals
- Review conditions and circumstances, adapting plans, decisions, methods, and processes, to achieve specific outcomes and goals

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Sort and order basic information, materials, and resources to be easily understood and used
- Arrange items, work, and personal affairs to help understanding, options, and choices
- Use simple planning methods to confirm activities, needs, and basic resources
- Use simple plans to carry out routine tasks, following basic steps

- Plan and arrange activities over different periods (e.g. a week, longer periods) and record future arrangements (e.g. dental check-up appointment)
- Change or adapt plans when required, checking suitability and confirming updated details

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Sort and sequence familiar tasks and activities, and order them to help understanding (with support)
- Produce a simple "to do" list
- Follow simple steps to carry out basic tasks
- Confirm required steps and actions for specific tasks and outings (e.g. coat, purse, and bag for regular outings for local shopping)
- Decide what is needed to complete familiar tasks and activities (e.g. telephone,; tools,; notepad)
- Express simply plans or organisation that you want to improve and identify ways to achieve these goals (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that standard methods and systems are developed and applied to help structure and manage situations and activities, and how to classify, arrange and sort issues, items, activities and resources according to particular categories or criteria • Understanding of the benefits of organisation, in terms of improved functions, efficiency, clarity, and outcomes	Examples could include: • Skills, methods, and techniques for categorising, classifying, and sorting ideas, issues, materials, and resources to aid understanding, access, and use • Skills, methods, and techniques for organising materials into defined processes and programmes, and labelling, recording, and communicating key details • Skills, methods, and techniques for monitoring, administering, and updating tasks and activities, according to changing contexts, conditions, and needs	Examples could include: • Being methodical and arranging time, activities, and resources according to priority and type, and considering information and situations carefully to identify requirements and responses • Showing awareness of how actions and behaviours affect others • Keeping a record of appointments, obligations, and requirements and referring to them when making plans, decisions, and arrangements

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to arrange and sort issues, items, activities, and resources into basic types, categories, and a helpful order • Understanding of the benefits of organisation, in terms of improved functions, clarity, efficiency, and outcomes	Examples could include: • Skills, methods, and techniques for basic categorising and sorting of ideas, issues, materials, and resources to help with understanding, access, and use • Skills, methods, and techniques for organising materials into simple systems or programmes, and labelling, recording, and communicating key details • Skills, methods, and techniques for administering and updating tasks and activities according to changing contexts, conditions, and needs	Examples could include: • Considering information and situations carefully to identify requirements and needs for self and for others • Being methodical and arranging time, activities, and resources according to priority and type, and keeping a record of appointments, obligations, and requirements

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to arrange and sort basic issues, items, activities, and resources into categories or types • Understanding of the benefits of being organised, in terms of clarity, efficiency, and performance	Examples could include: • Basic skills and methods for categorising and sorting ideas, issues, materials, and resources to help with understanding, access, and use • Basic skills and methods for arranging materials effectively, and labelling, recording, and communicating simple details and information • Basic skills and methods for administering and updating tasks and activities to meet needs in changing conditions	Examples could include • Considering information and situations carefully to identify needs • Being careful when arranging time, activities, and resources by priority and type • Keeping a record of appointments, obligations, and requirements and checking them when making plans, decisions, and arrangements, with some awareness of how actions and behaviours affect others

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to sort simple items • Basic understanding that being organised and tidy can be helpful	Examples could include: • Basic skills and methods for sorting items to help understanding and use • Basic skills and methods for arranging materials, and labelling or communicating key details	Examples could include: • Being careful when sorting items, time, and activities • Noting simple details (e.g. names; times) • Showing some awareness of how actions and behaviours affect others

Choices, judgement, and solving problems

Purpose and scope

Decision-making and problem-solving can be daunting but form an essential part of personal and social development. We face options, choices, and challenges of different types, every day.

This content area delivers knowledge, understanding, skills, and behaviours which enable learners to make more informed, reasoned, and sensible decisions and choices, and to confront and overcome the problems presented by daily life.

Learners will acquire valuable insights, methods, and practices for understanding common problems faced, separating their key components and challenges, considering the various issues and aspects identified, and using relevant information, evidence, and examples to develop solutions. Learners are encouraged to review and reflect on experience, to consider a range of options and their likely outcomes, to engage effectively with information, evidence, and available expertise, and to carefully consider the likely effects of decisions and choices.

An important aspect of this content area is understanding that almost all decisions, judgements, and problem-solving can be supported and improved by using accurate information, reasoning, and experience, and by carefully considering options and likely outcomes in advance. Learners will appreciate that they are not alone when facing unexpected choices and challenges, and that there is a wealth of resources available to support them with judgements and decisions, and any efforts to resolve issues or find solutions.

This content area focusses on:

- Making decisions, using experience, accurate information, and available resources
- How careful decision-making can support problem-solving and help find solutions
- Solving everyday problems, using suitable methods, and learning from these experiences

Performance standards

LEVEL 1

At Level 1, the learner can:

- Define problems presented and the main issues that they present

- Investigate and evaluate practical problems, recognising, separating, and categorising components and challenges (e.g. their nature, order of priority)
- Plan, model, and develop options and possible solutions, drawing on relevant examples, precedents, evidence, and data
- Plan and implement suitable options to address challenges and resolve problems, making reasoned decisions about options, using careful judgement, experience, and evidence
- Review and reflect on decisions, actions, processes, and outcomes

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Outline problems presented, separating key components and challenges (e.g. by type)
- Plan and develop options and possible solutions
- Find and use relevant information and examples to develop solutions
- Plan and implement suitable options to address challenges and resolve problems
- Review actions, options, decisions, and chosen solutions, using relevant information, experience, and basic evidence

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Use given techniques to solve basic problems in familiar scenarios
- Identify when they need help or support and how to request it
- Make reasoned decisions and choices in everyday situations, showing awareness of effects
- Demonstrate awareness of other people's views and opinions
- Recognise that others may feel differently about decisions and choices

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Make simple decisions between options or choices presented
- Make basic choices sensibly and safely, based on interests, desires, and aims (with support)
- Communicate opinions, ideas, and preferences relating to decisions and basic problem-solving

- Communicate their own needs and wants, using different methods in familiar contexts (with support)
- Use basic methods to try to cope with or fix a simple problem on their own, and identify what to do if they need help (e.g. where to go, who to contact)
- Contribute thoughts and ideas to group and team-based decisions and problem-solving in familiar contexts

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: - Knowing how to identify, classify, organise, and evaluate issues, risks, and challenges in real-life situations and specific activities, including their likelihood and severity - Understanding that decision-making can be improved by careful consideration or evaluation of options, processes, and potential outcomes, their suitability and likelihood of success	Examples could include: - Skills, methods, and techniques making sound decisions and judgements based upon accurate information, experience and evidence - Skills, methods, and techniques for evaluating problems, identifying their various components, issues, and inter-dependencies - Skills, methods, and techniques for considering, modelling, or testing ideas, options, and solutions, and seeking relevant information, advice and guidance	Examples could include: - A willingness to investigate options and issues, looking for relevant information, examples, and precedents, and being methodical when considering relevant details, factors, and risks involved - A willingness to challenge or question established ideas, processes, and methods, and to consider new options and approaches which may be more suitable, efficient or effective

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to clearly organise information, resources, and options in real-life situations to help identify issues, risks, challenges (e.g. their likelihood and seriousness), and solutions • Understanding that decision-making and solutions can be improved by careful consideration of options, issues, risks, and likely outcomes	Examples could include: • Skills, methods, and techniques for making decisions and judgements based upon information, experience and basic evidence • Skills, methods, and techniques for considering problems, identifying their key components and inter-dependencies • Skills, methods, and techniques for outlining and testing ideas, options, and solutions, and seeking additional information, advice and guidance	Examples could include: • Being careful when considering details, factors, and risks involved in decisions, problems and potential solutions • A willingness to ask questions, explore options and issues, find information and examples, consider experience and basic evidence, and offer suggestions about possible improvements

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to consider basic options, methods, and outcomes, and their suitability and likelihood of success • Understanding how decisions can be improved by careful consideration of options and potential outcomes, with consideration of basic issues, challenges, or risks	Examples could include: • Basic skills and methods for making decisions and judgements based upon information, experience, and evidence • Basic skills and methods for considering problems, identifying their key components and the relationship between them • Basic skills and methods for considering ideas, options, and solutions, and seeking information, advice, and guidance	Examples could include: • Careful consideration of key details and obvious risks involved in decisions and problems • A willingness to explore options and issues, check information and examples, consider experience and evidence, ask questions, and make suggestions

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to recognise basic issues, challenges and risks in real-life situations and activities, and the seriousness of problems presented • Understanding that simple decisions can be improved by thinking carefully about choices and options (e.g. their suitability)	Examples could include: • Basic skills and methods for making simple decisions and judgements • Basic skills and methods considering simple problems, and recognising key components • Basic skills and methods for thinking about simple ideas, options, and choices (with support)	Examples could include: • Some consideration of basic details relating to decisions and problems • A willingness to think about options presented and consider experience • A willingness to ask questions and to make simple suggestions

Accessing information, guidance, and support

Purpose and scope

Developing effective methods and techniques for identifying, assessing, and applying relevant information, guidance, and resources to our tasks and activities, whether making decisions, tackling specific challenges, or engaged in everyday problem-solving, provides learners with many advantages.

Knowing what will be required in advance, having the right tools and resources to hand, seeking advice from others with useful experience, and being able to access and follow relevant guidance and instructions (often provided with examples, images, and even feedback from others) allows us to carry out unfamiliar tasks, to develop and learn new skills, and to produce high-quality work, confident that we understand the requirements in advance, are doing things correctly, and know when, where, and how to draw on more help, if needed.

This content area delivers knowledge, understanding, skills, and behaviours which help learners realise that they are not on their own when faced with different challenges and problems, because there is a wealth of resources, help functions, support services, and task-specific guidance materials available, if you know where to find them, and how to use them.

This content area focuses on:

- Confirming information, guidance, and support needs
- Accessing information, guidance, and support
- Assessing the accuracy and value of information, guidance, and support

Performance standards

LEVEL 1

At Level 1, the learner can:

- Recognise when additional information, help, guidance, or support are needed and confirm the range and type required for specific needs
- Evaluate and prioritise options to engage with and effectively respond to different situations, tasks, activities, or problems
- Effectively access and use a range of information, guidance, help, and support for specific purposes (e.g. confirm tenancy rights, responsibilities, and entitlements)
- Use additional information, guidance, help, and support to improve performance, resolve challenges, and deliver benefits.

- Reflect on information, guidance, help, and support offered or provided, and make decisions about its quality, accuracy, value, and effectiveness, identifying alternative options, sources, and additional requirements.

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Recognise when they need additional information, help, guidance, or support to respond to different situations, tasks, activities, or problems
- Consider and prioritise options available for accessing relevant information, guidance, help, and support.
- Access and use a range of information, guidance, help, and support for specific purposes
- Use additional information, guidance, help, and support to address challenges (e.g. confirm basic rights and entitlements in living arrangements) and improve work (e.g. quality and accuracy)
- Make reasoned judgements about the quality, accuracy, and suitability of information, guidance, help, and support identified, offered, or provided, and whether additional support is required.

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Recognise when they need more information, help, guidance, or support to respond to situations, tasks, activities, and problems
- Express what information, guidance, help or support is required
- Identify, access, and use simple information, guidance, help and support for given tasks and particular needs
- Use simple information, guidance, help, and support found to deal with challenges and help to resolve basic problems (with support)
- Reflect on how useful, accurate, or helpful they find information, help, guidance, and support that they have found, used, or been given

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Ask simply for information, help, guidance, or support
- Indicate simply what information, guidance, help or support they need

- Find and use simple information, guidance, help and support for basic tasks and needs (with support)
- Express simply how information, help, guidance and support may be useful in other tasks (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing about the variety of methods and sources for researching and accessing information, guidance, help and support efficiently and effectively for specific purposes • Understanding the importance of seeking and confirming relevant and accurate information, guidance, help and support in challenging situations and when problem-solving	Examples could include: • Skills, methods, and techniques for accessing different types of information, guidance, help and support efficiently and effectively for specific purposes • Skills, methods and techniques for evaluating sources and types of information, guidance, help and support according to needs	These could include: • A willingness to seek additional information, help, guidance and support where necessary, and to acknowledge these contributions • A readiness and interest in reviewing, checking and challenging own perspectives and processes by seeking further information, help, guidance and support

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing some basic methods and sources for researching and accessing information, guidance, help and support for specific purposes • Understanding the importance of seeking information, guidance, help and support in challenging situations and when problem-solving	Examples could include: • Skills, methods, and techniques for accessing different types of information, guidance, help and support • Skills, methods, and techniques for considering sources and methods of information, guidance, help and support according to needs	Examples could include: • A willingness to seek additional information, help, guidance and support where necessary • An interest in checking own opinions and practices by seeking further information, help, guidance and support

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing some basic methods (and sources) for exploring and accessing simple information, guidance, help and support • Understanding it is important to access information, guidance, help and support when unsure or faced with difficulties	Examples could include: • Basic skills and methods for accessing different types of simple information, guidance, help and support • Basic skills and methods for considering simple sources of information, guidance, help and support to help with needs	Examples could include: • A willingness to seek or ask for information, help, guidance and support • An interest in checking information and opinions by finding simple information, help, guidance, and support that is useful

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing some basic places where information, guidance, help and support can be found • Understanding it is important to ask for information, guidance, help and support when needed	Examples could include: • Basic skills for accessing basic information, guidance, and help (with support) • Basic skills for choosing information, guidance, and help (with support)	Examples could include: • A willingness to ask for help, guidance, and support • An interest in thinking about own ideas, choices or actions and checking them with simple sources of information, help, and guidance (with support)

Critical thinking and creative enquiry

Purpose and scope

Developing our curiosity, a capacity for critical thinking, and a creative and enquiring mindset are extraordinarily valuable in all aspects of our lives yet this is sometimes overlooked in personal and social development.

These insights, methods, and practices help learners to identify issues and opportunities, to anticipate challenges and problems, and to be inquisitive, imaginative, and inventive. Learners are encouraged to explore, question, challenge, and test assumptions, information, and established processes in everything that they do, developing a degree of critical thinking and effective methods for creative enquiry, development, and improvement.

This content area delivers knowledge, understanding, skills and behaviours that enable learners to evaluate situations, contexts, and problems, asking valuable questions and seeking further information. They also help them to consider links and connections between different options and possible outcomes, to draw on important experience, expertise, and evidence, and to think more innovatively or creatively about different issues and approaches, including where improvements might be made.

Learners are encouraged to draw productively and extensively on their experience, to combine these insights with wider information, examples, and expertise, and to devise new and improved methods and techniques to address issues, resolve problems, and find solutions, where possible.

This content area focuses on:

- Thinking carefully about situations and challenging assumptions or established practices
- Thinking critically and enquiring creatively about situations, activities, and problems
- Using critical thinking and creative enquiry to check or challenge ideas and options, and to develop improvements or solutions

Performance standards

LEVEL 1

At Level 1, the learner can:

- Apply critical thinking and creative enquiry to situations and problems, constructively challenging assumptions and established methods and practices
- Evaluate the effectiveness of proposed and current methods and processes
- Develop, model, and test options in planning and delivering tasks and activities, revising approaches based on evidence and outcomes
- Identify and review a range of information sources and evidence to evaluate decisions, processes, methods, and outcomes
- Make links with other experiences, evidence, and examples to inform judgements, decisions, options, and solutions for specific situations and problems
- Review and reflect upon methods and approaches taken to tasks and problems, reflecting on value and effectiveness, and considering improvements and alternatives

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Productively challenge or creatively enquire about situations and problems, raising relevant questions and making suggestions about methods and processes
- Consider the effectiveness of proposed and current methods and processes
- Consider, propose, model, and test options in planning and delivery, revising approaches based on basic evidence and outcomes
- Consider a range of information and evidence to explore and examine decisions, processes, methods, and outcomes
- Make links with other experiences, evidence, and examples to inform decisions, options, and solutions to specific situations and problems
- Review and reflect on approaches taken to problems, reflecting on value and effectiveness, and considering alternatives

ENTRY LEVEL 2

At Entry Level 2, the learner can

- Explore and enquire creatively about ideas and basic options in different situations and problems, asking questions and making suggestions
- Imagine, outline, or test basic options and outcomes for situations and problems
- Consider what has been and has not been effective in different situations and for specific basic problems
- Look for information and examples that might be relevant to situations, basic decisions, and actions, including when not directly related
- Reflect on actions or approaches taken, identifying issues and possible improvements for future activities or events

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Explore ideas and basic options for given situations and simple problems, asking questions (with support)
- Imagine and try different options and outcomes in familiar situations and with simple problems (with support)
- Recognise what has and has not been effective in given situations and simple problems (with support)
- Consider given information and examples that might be suitable for basic situations, simple decisions, and actions (with support)
- Think about actions and experience, and identify basic challenges and simple changes or improvements to choices and actions (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that it can be useful to challenge and review assumptions and existing practices • Understanding that investigating and testing new ideas and approaches can lead to new learning, insights, and innovation.	Examples could include: • Skills, methods, and techniques for reviewing, challenging, and testing existing processes and practices to identify improvements • Skills, methods, and techniques for thinking innovatively, generating new ideas, and exploring different options, processes, and outcomes	Examples could include: • A willingness to explore and apply various information, advice, evidence, and experience to ideas, assumptions, processes, and methods to confirm their suitability • Creativity, innovation, and a willingness to trial, experiment, review, and reflect upon options, actions, experience, and outcomes

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that it can be beneficial to question and review methods and practices • Understanding that exploring and testing new ideas and approaches can lead to new learning and innovation, and being curious is helpful for development	Examples could include: • Skills, methods, and techniques for reviewing, questioning, and testing current practices to identify improvements • Skills, methods, and techniques for generating ideas and thinking creatively or differently about situations, options, and outcomes	Examples could include: • A willingness to apply varied information, advice, experience and evidence to ideas and practices to confirm their suitability • Creativity, innovation, and a willingness to experiment, review, and reflect upon options, actions, experience, and outcomes

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that it can be useful to ask questions and check methods and choices • Understanding that exploring and trying new ideas and approaches can lead to new learning and innovation, and that curiosity helps development	Examples could include: • Basic skills and methods for trying, reflecting on, checking, and asking questions about methods or choices, and identifying simple improvements • Basic skills and methods for generating ideas and thinking creatively or differently about activities and options	Examples could include: • A willingness to think about simple information, advice, and experience when making choices or taking action • A willingness to explore and reflect on simple options, actions, experience, and future choices (with support)

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that it can be useful to ask questions about and check activities and actions • Understanding that exploring ideas and activities, and being curious, can help learning and development	Examples could include: • Basic skills and methods for asking questions about, trying, and checking, choices and actions • Basic skills and methods for generating ideas and thinking creatively or different in activities (with support)	Examples could include: • A willingness to think about simple information, advice, and experience when making choices or taking action • A willingness to explore and reflect on simple options, actions, experience, and future choices (with support)

Cooperation and engagement

Purpose and scope

Engaging effectively with others, seeking additional help or support for plans and projects, and collaborating for a common purpose, are central to social life and human endeavour, whatever the scale or situation.

The insights, methods, and practices that enable learners to cooperate and collaborate, and to engage with ideas, individuals, and communities beyond themselves, are an important skill set for everyone's personal and social development. They support us in the social situations that we face every day, and they empower us to work with others to achieve objectives and outcomes which would not be possible on our own.

This content area helps learners work with others to plan and produce outcomes which require combined efforts or expertise, to contribute constructively to collective projects and pursuits, to consider the ideas and opinions of others involved in group activities, and to be able to coordinate tasks and activities to achieve shared objectives, whether these be personal, social, community-based, or professional.

The knowledge, understanding, skills, and behaviours delivered by this content area support learners to appreciate the importance of collective efforts, to be aware of the opportunities presented by collaboration and some of the challenges, and to realise that many important tasks and challenges cannot be achieved, or resolved, without engagement with the world beyond themselves.

This content area focusses on:

- Working with others to achieve specific outcomes
- Engaging in collaborative activities to access resources and improve outcomes
- Challenges, requirements, and benefits presented by working collaboratively

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Work effectively with others to plan and deliver specific outcomes across different contexts
- Recognise the benefits and challenges of working with others, identify different strengths and interests within groups, and help assign roles and responsibilities
- Clearly express own ideas and opinions, with reasoning or evidence, while demonstrating respect for the ideas and opinions of others

- Take responsibility for own actions, evaluate the impact of actions for team dynamics and shared objectives, and help address team-based issues
- Engage productively with others in diverse contexts (e.g. familiar or personal interactions, and local, regional, or national engagement), participating in, benefiting from, and contributing to activities and services as a valued citizen

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Work with others to plan and deliver outcomes in different situations
- Recognise the benefits of working with others, identifying strengths and interests within groups, and areas for development
- Express own ideas and opinions, and demonstrate respect for the ideas and opinions of others
- Take responsibility for own actions and consider the impact of actions on team members and objectives
- Engage positively with others across different contexts (e.g. from familiar and personal interactions to wider, less familiar, engagement), participating in and contributing to activities in the community

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Engage with a range of people to complete a given task
- Work as part of a team, agreeing and completing own tasks, and helping with shared tasks
- Communicate with team members about issues and progress, identifying strengths in the team and in activities, and suggesting possible improvements
- Consider own areas for improvement in team or group work
- Describe benefits of working with others to achieve goals, and give examples
- Identify new and better ways to work with others to achieve goals

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Engage with a familiar person or group to complete a basic task
- Work as part of a team, making simple contributions (with support)

- Communicate ideas and thoughts to team members simply, and respond to input from others
- Recognise positives of teamwork and group performance
- Identify own and team-based strengths and possible improvements (e.g. options presented) (with support)
- Express simply preferences and challenges in teamwork and collaboration (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to work cooperatively with others and to respond constructively to team dynamics • Understand the diversity of individual qualities, aptitudes, and strengths, and how they can be enhanced or maximised by well-coordinated group efforts	Examples could include: • Skills, methods, and techniques to support coordinated, constructive, and efficient group contributions, processes and outcomes • Skills, methods, and techniques for agreeing and assigning roles and responsibilities, aims, activities, actions, and timeframes • Skills, methods, and techniques for managing and monitoring progress, including risks and issues	Examples could include: • A willingness to prioritise shared objectives and requirements over individual and personal interests • An interest in exploring and confirming the perspectives, interests, and needs of others

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to work with others and to respond to team members • Understand individuals have different abilities and strengths, and they can be enhanced by group efforts	Examples could include: • Communication to support coordinated group processes and outcomes • Skills, methods, and techniques for agreeing roles, aims, activities, and timeframes • Skills, methods, and techniques for helping support and monitor progress, including basic risks and issues	Examples could include: • A willingness to prioritise group requirements over individual and personal interests • An interest in exploring and confirming the opinions and needs of others

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to work with others and to respond constructively to team members • Understanding individuals have different qualities and strengths, and outcomes can be improved by group efforts	Examples could include: • Basic communication skills and methods to support effective group activities and outcomes • Basic skills and methods for agreeing roles, aims, activities, and timeframes • Basic skills and methods for helping support team work and progress	Examples could include: • A willingness to consider shared goals and requirements • An interest in asking and confirming the opinions, interests, and needs of others

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing it is important to work with and respond helpfully to others • Understanding that individuals have different qualities and strengths	Examples could include: • Basic skills and methods for communicating simply in groups • Basic skills and methods for agreeing who will help and how in group tasks • Basic skills and methods for helping to support others	Examples could include: • A willingness to consider others • An interest in checking the opinions and needs of others

Inter-personal skills

Purpose and scope

We can marvel at people who appear to relate easily and effortlessly with others.

This can be people who convey what they are thinking in a way that fits the moment, and who move comfortably amongst strangers, responding well to different contributions and diverse groups. Or people who may be quieter but are quick to appreciate the thoughts and feelings of others. People who establish good relations and valuable connections, based on trust or by communicating a sincere interest in the experiences and perspectives of those they encounter and engage with.

While our personalities are unique and our circumstances and backgrounds diverse but not always equal, learners should recognise that inter-personal skills can be acquired and can deliver enormous benefits to each of us.

This content area provides learners with valuable, versatile, and personalised ways in which to engage with other people, and to be more aware and responsive to social signals, needs, and reactions. It helps learners develop confidence when conveying thoughts and feelings, and to establish similar levels of understanding, confidence, or trust in others, by reviewing and adapting how they interact, whether with individuals, in groups, online, or in-person, in ways that are appropriate to them.

The knowledge, understanding, skills, and behaviours delivered equip learners with methods and techniques for interacting positively with others, considering context and audience, for developing and maintaining enduring relationships, monitoring their various needs and requirements, and for recognising and reviewing effectiveness based on reactions and responses.

Learners will also appreciate the value of respect and reliability, when working with others, when seeking or providing support, and when creating conditions in which productive interactions and inter-personal relations flourish.

This content area focusses on:

- Positive and productive engagement with others (individually and collectively)
- Understanding others better to improve interactions and outcomes
- Reflecting on social interactions and experiences to benefit and learn from them

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Identify and use different methods, techniques, and strategies for engaging effectively with individuals and groups, which are appropriate to context and audience
- Use inter-personal skills to establish and manage effective and productive relationships (e.g. build trust, develop confidence in performance and reliability) with a variety of individuals and groups
- Monitor, adapt, and improve methods of interaction and engagement, based on responses, reactions, and results
- Demonstrate appreciation, respect, tolerance, and empathy for different opinions, perspectives, and approaches, recognising value and benefits in diverse methods and practices
- Reflect on and review social interactions across different contexts, identifying issues and areas where changes or improvements could be made

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Identify and use different methods for engaging with individuals and groups, considering situation and audience
- Use inter-personal skills to develop and maintain relationships with different individuals and groups
- Recognise and adapt methods of interaction and engagement, based on responses, reactions, and results
- Demonstrate interest and respect for different views and contributions
- Reflect on and review social interactions across different contexts, identifying issues, and areas where improvements could be made

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify and use different methods for relating to a range of individuals and groups
- Outline inter-personal skills that can support trust, confidence, and positive relationships with individuals and groups
- Give examples of positive engagement and interaction with different types of people

- Demonstrate respect and tolerance for different opinions, views, and approaches

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- List some simple examples of inter-personal skills
- Identify inter-personal skills that help to build positive relationships and give simple examples about how this works (with support)
- Participate positively in simple interactions with others, showing some awareness of behaviours and reactions
- Ask questions to confirm views and feelings about situations and consider answers when responding

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing when to offer suggestions, reassurance, guidance, and support to others, and how to communicate the need for similar engagement from others • Understanding the importance of gauging and confirming the views, perspectives, and feelings of others about situations and actions, and monitoring and accurately judging signs and reactions about ideas, actions, and situations	Examples could include: • Skills, methods, and techniques for interpreting and confirming views, signals (e.g. body language), feelings, and perspectives • Skills, methods, and techniques for communicating information, ideas, feelings, and perspectives with tact or sensitivity, considering situation and audience	Examples could include: • Having respect and concern for the feelings, welfare, and interests of others • Showing interest and understanding for the perspectives, views, and feelings of others • Willingness to provide sympathy, support, and guidance to others in need, and to seek to understand and empathise with their perspectives and circumstances

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing when to offer help, guidance, and support to others when required, and how to seek the same assistance when required • Understanding ways to observe and judge reactions from others about situations and actions, and the importance of confirming views and feelings	Examples could include: • Skills, methods, and techniques for interpreting and confirming body language, signals, feelings, and opinions • Skills, methods, and techniques for communicating information, ideas, opinions, and feelings, considering situation and audience	Examples could include: • Having respect and concern for the feelings and interest of others • Showing interest and understanding for the opinions, views, and feelings of others

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to watch for and judge key signs and reactions from others about ideas, situations, and actions • Understanding the importance of confirming the views and feelings of others about situations and actions, and offering help and support to others when required	Examples could include: • Basic skills and methods for interpreting and confirming body language, signals, feelings, and opinions • Basic skills and methods for communicating information, ideas, opinions, and feelings, considering situation and audience	Examples could include: • Showing interest and understanding for the opinions, feelings, and contributions of others • A willingness to provide sympathy and support to others in need, and to try to understand their feelings, opinions, and circumstances

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to watch for and judge key signs and reactions from others about ideas, situations, and actions • Understanding the importance of confirming the views and feelings of others about situations and actions, and of offering support and suggestions where helpful	Examples could include: • Basic skills and methods for considering body language, signals, feelings, and opinions of others • Basic skills and methods for communicating information and feelings	Examples could include: • Having respect and concern for the feelings of others • Showing interest and trying to understand opinions, feelings, and contributions of others • A willingness to provide sympathy or support to others in need, and to try to understand their feelings and situations

Self-reflection and evaluation

Purpose and scope

Our ability to reflect upon, and meaningfully evaluate, our actions, performance, and experience, alongside their effects and their outcomes, is central to our learning and to our personal and social development.

These insights, methods, and practices help us to identify what works well and what does not, to recognise where our strengths lie, and to confirm where we may need further development or additional support. It also encourages us to review and reflect on our options, approaches, and experience, and to appreciate that choices and methods can be adapted and improved, based on evidence of their value, effectiveness, and success.

This content area supports learners to develop knowledge, understanding, skills, and behaviours which are applicable, valuable, and transferable in all aspects of our lives, whether personal, social, educational, or professional.

Learners acquire techniques for reviewing, measuring, adapting, and improving their own performance, and the quality of their judgements, decisions, and choices, by considering their options, their outcomes, and their effectiveness, across a range of different situations and examples. Learners will also develop methods and practices for evaluating and applying increasingly valuable, accumulating experience, and evidence to future challenges, problems, and development requirements.

This content area focuses on:

- The value and benefits of reflection and evaluation
- Methods for personal reflection and evaluation practices
- Supporting and improving personal reflection and evaluation

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Reflect on and review own qualities, performance, practices, judgements, and results, including areas and options for development and improvement
- Constructively review methods and practices, drawing on evidence where necessary, to identify and develop effective approaches and to make improvements, while addressing limitations and challenges

- Use a range of methods to investigate and evaluate options, strengths and weaknesses in practices and processes, and results and evidence, to revise, refine and improve performance and outcomes
- Evaluate decisions, processes, outcomes, and results, and draw relevant insights, conclusions, and lessons from this experience and evidence to apply to future situations

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Reflect on own qualities, performance, and results, including any areas (and options) for development and improvement
- Review methods and practices to identify and develop suitable approaches, to improve methods, and to address limitations and challenges
- Use suitable methods to consider options, strengths and weaknesses in practices, basic processes and evidence, and results, and to try to improve performance and outcomes
- Consider outcomes and results, and any lessons and conclusions that can be drawn from experience

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Consider their own qualities and performance in specific tasks and areas for improvement
- Actively listen to simple feedback and plan or take relevant actions to improve
- Use basic methods to reflect on tasks completed (e.g. simple ratings, colour codes, smiley faces)
- Identify areas of uncertainty and challenge, including what could have been done differently or better
- Consider basic results and outcomes to learn simple lessons

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Recognise own strengths and weaknesses and identify simple improvements that could be made (with support)
- Listen and respond to simple feedback or guidance

- Use simple methods to consider tasks completed (e.g. simple ratings, colour coding, smiley faces)
- Review and simply present strengths and achievements

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to review and appraise qualities and performance based upon experience, feedback, and other evidence • Understanding how to evaluate performance and achievements constructively to improve methods and outcomes	Examples could include: • Skills, methods and techniques for using and applying reasoning and basic analysis • Skills, methods, and techniques for carefully reviewing and evaluating activities, processes, outcomes, and achievements, using consistent measures and valid evidence	Examples could include: • A willingness to seek and listen to others' opinions and feedback • A willingness to carefully review activities, behaviours, processes, and outcomes to identify where improvements could be made

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to review qualities and performance based upon experience, feedback, and other evidence • Understanding how to review performance and achievement constructively	Examples could include: • Skills, methods, and techniques for clear reasoning and evaluation • Skills, methods, and techniques for reviewing activities, outcomes, and achievements, using evidence	Examples could include: • A willingness to seek and listen to others' opinions and feedback • A willingness to review activities, behaviours, and outcomes to identify where improvements could be made

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to consider qualities and performance simply, based upon experience, feedback, and other evidence • Understanding how to review performance and achievement positively and usefully	Examples could include: • Basic skills and methods for simple reasoning and reviewing performance • Basic skills and methods for reviewing activities, outcomes, and achievements, considering some evidence	Examples could include: • A willingness to ask for and listen to others' opinions and feedback • A willingness to review activities and behaviours to identify where improvements could be made

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to think about performance based on experience and feedback • Understanding how to consider performance and achievement usefully	Examples could include: • Basic skills and methods for simple reasoning and thinking about performance • Basic skills and methods for reflecting on activities, outcomes, and achievements	Examples could include: • A willingness to ask for and listen to others' opinions and feedback • A willingness to think about and try to improve actions and activities

Personal development and enrichment

Purpose and scope

Exploring, developing, and experiencing new and stimulating ideas, perspectives, and experiences is a valuable aspect of personal and social development. It extends the range and depth of our understanding, enhances our learning, and increases the opportunities available to us.

These insights, methods and practices allow individuals to better understand the world around them, to make more informed choices about options and ambitions, and to develop a greater appreciation and empathy for the diversity of ideas, perspectives, and choices presented by others.

This content area helps learners to identify, engage in, and experience a broader range of experiences (including where new or unfamiliar), as part of their personal development and enrichment, and to extend the range and variety of ideas and influences within their daily lives. Learners will be encouraged to identify areas of interest and aspiration, to expand the range of options and choices available to them, and to realise the value of increasing their exposure to diverse, and sometimes, challenging influences, experiences, and opportunities.

The knowledge, understanding, skills, and behaviours delivered support learners to develop themselves, and their interests, ideas, and preferences, and to reflect on their capabilities and potential, with an increased exposure, awareness, and engagement with new experiences, and with more diverse social and cultural activities and perspectives. Learners are empowered to explore beyond their immediate social contexts and daily routines, enriching their lives and expanding the opportunities available to them.

This content area focuses on:

- Experiences and insights which can increase understanding, opportunities, and fulfilment
- Reflecting on development, progress, and potential, and options for enrichment
- Improving awareness about novel and stimulating experiences and opportunities and their value

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Identify and engage in activities and pursuits that present , unfamiliar, and stimulating social and cultural experiences and perspectives
- Explore and develop interests and activities beyond daily life, usual or local contexts, and established patterns of behaviour and experience
- Research and confirm interests and aspirations which are not part of their daily life, and explore how to access these types of activities and experiences
- Use reflective practices to consider personal development and potential, and activities that can enrich life, expand experience, and improve future prospects and opportunities
- Develop and implement action plans to expand areas of personal development, interest, and endeavour, extending their range and variety

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Identify and engage in activities that present new, unfamiliar, and stimulating perspectives and experiences
- Explore and develop interests and activities beyond routine, daily life and established patterns of behaviour and experience
- Outline interests and aspirations, which are not currently part of daily life, and how these activities and experiences could be accessed
- Use reflective practices to consider personal development and areas that would enrich life, expand experience, and develop future opportunities
- Develop and implement basic action plans to expand areas of personal development and interests

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Collect information on activities that are new, interesting, and unfamiliar
- Explore a new activity or experience, which is not part of their daily life or a familiar experience
- Participate in a novel activity of interest (e.g. not currently part of their daily life or a familiar experience)
- List feelings and thoughts (including positives and negatives) about a new and unfamiliar activity

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Express which activities they enjoy
- List unfamiliar activities that they would like try and give simple reasons why
- Identify what they might need to do to experience this new activity (with support)
- Make simple preparations for this new experience or activity (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to research social, cultural and community events, activities, groups and institutions which may present interesting opportunities and experiences • Understanding the value, learning and insights presented by exposure to new, unfamiliar, and diverse experiences, and broader perspectives	Examples could include: • Skills, methods, and techniques for using different media and technologies to identify social, cultural and community events, activities, groups, and organisations which present interesting opportunities and experiences • Skills, methods, and techniques for evaluating different events, activities, and opportunities, based upon a range of information and reviews, confirming which are most suitable • Skills, methods, and techniques for planning and organising engagement with relevant events and opportunities that are new and unfamiliar	Examples could include: • Curiosity about perspectives and experiences that are unfamiliar and different from their own • A willingness to engage with new ideas, experiences, people, and events, challenging preconceptions and deepening knowledge and understanding of others

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Know how to research different events, activities, and groups which could present interesting opportunities and experiences • Understand the value, learning, and insights presented by new, unfamiliar and diverse experiences and broader perspectives	Examples could include: • Skills, methods, and techniques for using media and technologies to identify events, activities, and groups which could present interesting opportunities and experiences • Skills, methods, and techniques for reviewing different events, activities, and opportunities, based upon a range of information, to confirm which are suitable • Skills, methods, and techniques for planning and organising engagement with events and opportunities that are new and unfamiliar	Examples could include: • Curiosity about opinions and experiences that are unfamiliar and different from their own • A willingness to engage with new ideas, experiences, people, and events, deepening knowledge and understanding of others

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing how to explore and decide on different events, activities, and groups which may present interesting opportunities and experiences • Understanding the value and learning presented by new and unfamiliar experiences, and by a wider range of views	Examples could include: • Basic skills and methods for using media and technologies to identify events, activities, and groups which may be interesting and unfamiliar • Basic skills and methods for deciding on different events, activities, and opportunities, confirming which are most suitable • Basic skills and methods for planning and confirming events and opportunities that are new and unfamiliar	Examples could include: • A curiosity about opinions and experiences that are unfamiliar and different from their own • A willingness to engage with new ideas, experiences, people, and events, extending knowledge and understanding of others

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing it is important to learn from experience and from others • Understanding how to look for activities and events of interest (with support)	Examples could include: • Basic skills and methods for using some simple media and technologies to identify events, activities, and groups of interest (with support) • Basic skills and methods for looking at events, activities, and opportunities, and choosing ones that are suitable (with support) • Basic skills and methods for simple planning and confirming events and opportunities that are new (with support)	Examples could include: • Curiosity about experiences and views that are different from their own • A willingness to listen to and think about new ideas, experiences, people, and events, extending knowledge and trying to understand others

Health and well-being

Purpose and scope

Our health and well-being are precious resources. They provide us with strength, and allow us to flourish, as we face the various pressures and challenges of daily life.

Health and well-being are also highly personal and sensitive areas, where individual choice and judgement are important. This content area helps learners understand the value of monitoring and maintaining their physical and mental health, and provides them with insights, methods, and practices for identifying potential risks and challenges, for addressing issues and problems as they arise, and for establishing and embedding routines which can improve resilience, happiness, and outlook.

An important part of this content area is ensuring that learners know how to attend to their needs, to recognise and respond to potential issues and problems, and to provide adequate time and space to care for themselves, while understanding that additional help, guidance, and professional support are also available to them.

Our health and well-being are a vital source of strength, inspiration, and joy. Although they may vary and waver at times, sometimes beyond our control, we can all learn ways to nurture and protect them.

This content area focusses on:

- Monitoring and maintaining health and well-being
- Supporting, protecting, and improving health and well-being
- Reflecting on health and well-being and addressing risks, issues, and challenges

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Manage own daily health and well-being routines, recognising and responding effectively to changing needs and priorities, and identifying the effects of decisions, actions, and preferences on physical and mental well-being
- Monitor and effectively manage health and well-being, identifying issues and risks honestly and accurately, and accessing and administering medical care (e.g. medicine) to support needs

- Evaluate the positive and negative effects of different interests and activities on health and well-being, informed by reasoned judgements, experience, and evidence
- Monitor, manage, and promote own health and well-being, responding effectively to issues and challenges, and seeking appropriate guidance, help, and support, when needed
- Develop strategies to support improvements to health and well-being (e.g. adapting behaviours to reduce anxiety and stress, improve resilience, and reinforce positive experiences and feelings)
- State potential sources of stress in the workplace and options to reduce or resolve stress

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Manage own daily health and well-being routines, adapting to changing needs and priorities, showing some awareness of how decisions, actions, and preferences can affect physical and mental health and well-being
- Monitor health and well-being, identifying keys issues and risks, and accessing and administering medical care (e.g. medicine) to support needs
- Describe the positive and negative effects of different activities on health and well-being, informed by reasoning, guidance, and experience
- Maintain own health and well-being, recognising potential issues and challenges, and seeking appropriate guidance, help, and support, as needed
- Use suitable methods and guidance to support improvements to health and well-being (e.g. adapting behaviours to reduce anxiety and stress, improve resilience, and reinforce positive experiences and feelings)

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Plan and complete daily health and well-being routines, considering timeframes and other commitments
- Monitor health and well-being, recognising basic risks, and identifying suitable actions to support and maintain them (e.g healthy activities, seeking professional advice, taking medicine according to instructions)
- Identify positive and negative effects of interests, activities, and behaviours on health and well-being
- Identify information, options, and guidance to support improved health and well-being

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Complete simple daily health and well-being routines (with support)
- Think about own health and well-being, and recognise some basic issues and risks
- Recognise when activities and behaviours can be positive or negative for health and well-being (with support)
- Identify given options and actions that they enjoy, which are good for health and well-being
- Recognise how to access help, advice, and support for health and well-being

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing the importance of managing health and well-being, identifying factors that can present potential risks and threats, and recognising that circumstances develop, change, and can be altered • Understanding that there are techniques, strategies, and behaviours that can support, enhance, and maintain health and well-being	Examples could include: • Skills, methods, and techniques for developing and implementing health and well-being strategies within daily life • Skills, methods, and techniques for evaluating positive and negative effects on health and well-being, and exploring feelings about challenges, relationships, interests, and activities • Skills, methods, and techniques for reflecting on, altering, and improving negative thoughts, feelings, and behaviours	Examples could include: • A willingness to reflect on current circumstances and challenges and evaluate where positive changes can be made • A willingness to share thoughts and feelings with others, seek advice and guidance, and provide care, sympathy and comfort, where needed

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing the importance of maintaining health and well-being, identifying potential risks and threats, and that circumstances develop and change, and can be altered • Understanding that there are techniques and behaviours which can support, enhance and maintain health and well-being	Examples could include: • Skills, methods and techniques for developing and implementing health and well-being plans within daily life • Skills, methods, and techniques for considering positive and negative effects on health and well-being, and exploring personal feelings about issues, challenges, relationships, interests, and activities • Skills, methods, and techniques for reviewing and seeking to change negative thoughts, feelings, and behaviours	Examples could include: • A willingness to reflect on current circumstances and challenges, and to consider where positive changes could be made • A willingness to share thoughts and feelings with others, seek advice and guidance, and provide care, sympathy and comfort, where needed

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing the importance of maintaining health and well-being, and identifying potential issues and risks • Understanding that there are behaviours which can support, improve and maintain health and well-being, and that circumstances can change and be altered	Examples could include: • Basic skills and methods for producing health and well-being plans within daily life • Basic skills and methods for considering personal feelings about issues, challenges, relationships, interests, and activities in life • Basic skills and methods for reflecting on and trying to change negative thoughts, feelings, and behaviours	Examples could include: • A willingness to reflect on circumstances and challenges, and consider where positive changes could be made • A willingness to share thoughts and feelings with others, seek advice and guidance, and to provide care, sympathy or comfort to others

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing that health and well-being is important, and recognising some basic risks to them • Understanding that some behaviours help support, improve and maintain health and well-being, and that circumstances change and can be changed	Examples could include: • Basic skills and methods for using health and well-being plans in daily life (with support) • Basic skills and methods for reflecting on personal feelings about issues, challenges, relationships, interests, and activities in life (with support) • Basic skills and methods for identifying and trying to change negative thoughts, feelings, and behaviours (with support)	Examples could include: • A willingness to reflect on personal situation and consider where positive changes can be made (with support) • A willingness to share thoughts and feelings with others, seek advice and guidance, and to provide sympathy or comfort to others

Digital technology and online environments

Purpose and scope

Contemporary life is increasingly online and digital.

With incredible speed and efficiency, whether communicating information, processing data, or providing services, many of our practical tasks and day-to-day needs are now completed online, using digital technology. Even our social lives are often organised electronically.

With these transformative changes in how we operate socially and economically, it is vital that learners can use technology for different purposes and operate in online environments safely and effectively. Used correctly, digital technology can be empowering, but as our lives move online, so do many of the risks and challenges.

This content area provides learners with a crucial level of awareness about how to engage with online environments and delivers everyday skills for using digital technology to support independent living and employability. Whether shopping online, socialising, making payments, searching for information, accessing essential services, or carry out tasks at work, it is important that learners can harness the power of digital technology in contemporary life, and stay safe and secure when online.

This content area focusses on:

- Using digital technology and online environments to meet everyday needs
- The value and benefits of different digital technology and online environments
- Risks, challenges, and solutions relating to digital technologies and online environments

Performance standards

LEVEL 1

At Level 1, the learner can:

- Effectively use a range of digital technologies to access information, products, and services, demonstrating understanding of their key features, value, and benefits
- Effectively use digital technology to produce and deliver daily tasks and activities, including production of work, technology-enabled completion of practical tasks and activities (e.g. A, automation, communication), or management of conditions (e.g. heating, lights, entertainment)

- Access, explore, and navigate digital and online environments safely and effectively for a variety of purposes (including some unfamiliar technology, systems, and contexts)
- Access help and support functions and services to address a variety of straightforward technical issues and resolve routine problems in digital contexts
- Identify and explain inappropriate and risky situations in digital and online environments, taking effective actions to address and avoid them

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Select and use digital technologies to communicate, demonstrating understanding of their purpose and benefits
- Select and use digital technologies to access information, products, and services, demonstrating understanding of their purpose and benefits
- Select and use digital technology to produce or deliver basic daily tasks, helping produce work, complete practical work, or manage conditions
- Access, explore, and navigate digital and online environments safely and effectively for specific purposes
- Access help and support functions and services to address simple technical issues and resolve routine problems in digital contexts
- Identify and describe inappropriate and risky situations in digital and online environments, taking actions to address and avoid them

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Use digital technologies for basic communication
- Use digital technologies to access basic functions, information, and services
- Use digital technologies to complete or deliver basic practical activities or adjust conditions
- Identify digital technologies and online environments used in daily life, and key purposes and benefits
- Give simple examples of how to keep safe when using digital technology
- Access help when using basic features and functions of digital technology

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Use digital technology to communicate simply (with support)
- Use basic functions or features of digital technology for different purposes (with support)
- List different digital technologies used in daily life
- Express some simple benefits and risks of using digital technology
- Identify basic sources of help when using digital technology (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing the wide range of purposes and valuable applications for digital technology in daily life • Understanding the potential issues and risks associated with a range of digital technologies and online environments	Examples could include: • Skills, methods, and techniques for using digital technology effectively in a range of purposeful daily contexts, including accessing help, guidance and support • Skills, methods and techniques for developing and enhancing activities, performance, and outputs using digital technology and online contexts	Examples could include: • Safe conduct and practices when using digital technologies and operating in online contexts, with awareness and caution about specific dangers, risks, and threats presented • Respect and accountability with digital technologies and when operating in online contexts

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing the purposes and applications for digital technology in daily life • Understanding the potential issues and risks associated with digital technologies and online environments	Examples could include: • Skills, methods, and techniques for using digital technology in daily contexts, including accessing help, guidance, and support • Skills, methods, and techniques for developing and enhancing activities and outputs using digital technology and online contexts	Examples could include: • Being alert to risks when using digital technologies and operating in online contexts, with some awareness about key dangers, risks, and threats presented • Respect and accountability with digital technologies and when operating in online contexts

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing the purpose and uses for digital technology in daily life • Understanding some basic issues and risks with digital technologies and online environments	Examples could include: • Basic skills and methods for using digital technology in a daily contexts, including accessing help, guidance and support • Basic skills and methods for using digital technology and online contexts to support or improve activities and outputs	Examples could include: • Being alert to some key risks when using digital technologies and operating safely in online contexts • Responsibility and respect when using digital technologies and when operating in online contexts

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowing some basic uses and purposes for digital technology in daily life • Understanding some basic issues and risks associated with digital technologies and online environments	Examples could include: • Basic skills for using digital technology in a daily contexts, including accessing help, guidance and support (with support) • Basic skills for improving activities and outputs using simple digital technology and online contexts (with support)	Examples could include: • Some awareness of basic risks when using digital technologies and operating safely in online contexts • Responsibility, respect, and care when using digital technologies and when operating in online contexts

Travel and transport

Purpose and scope

The way that we engage with and use contemporary travel and transport changes rapidly. These are essential aspects of daily life, which learners need to access, often rely on, and which provide opportunities, mobility, and a sense of freedom, when they work effectively.

However, travel and transport options are often challenging to understand, navigate, and use. They present very different challenges and complexities depending on location, circumstances, and individual needs. They can also be unpredictable and unreliable, with many aspects beyond our direct control.

This content area is intended to provide valuable understanding, skills and practices that help learners to understand how to plan and prepare for travel and transport, to consider needs in relation to options available, to make suitable choices and decisions, to consider progress, to respond or adapt to change, and to stay safe and secure when travelling and using different forms of transport.

The knowledge, understanding, skills, and behaviours presented support learners to make travelling and transport more suitable, safe, and secure, whatever their specific needs and requirements, and enable them respond to the changes and challenges that often arise. This valuable skill set can empower learners to keep moving in the right direction and to stay firmly on track.

This content area focuses on:

- Accessing information and comparing options in relation to specific needs
- Preparing for and undertaking travel and transport safely, securely, and successfully
- Reviewing and revising choices and options in response to changes and challenges

Performance standards

LEVEL 1

At Level 1, the learner can:

- Evaluate travel requirements effectively, reviewing different options and potential issues carefully (e.g. costs, convenience, accessibility, weather, safety), and matching needs with appropriate and efficient travel and transport solutions
- Plan multiple-stage journeys including a variety of potential transport options which meet specific needs within timeframes, using various tools or technology
- Prepare effectively for journeys, confirming specific schedules, readiness (e.g. personal belongings, conditions, time of day), and access to all necessary information and resources throughout journey
- Confirm all specific details for outward and return journeys, identifying key travel stages and progress details, with some clear contingencies that would meet also meet specific requirements
- Complete journeys effectively (e.g. basic orientation, meeting connections), identifying a range of potential risks and taking relevant precautions, ensuring access to personal effects, and keeping self and belongings safe
- Review process, decisions, challenges, and success of journeys, considering effectiveness, efficiency, and lessons learned, with possible improvements identified and changes to meet future needs

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Confirm travel requirements, identifying options and some potential issues (e.g. cost, frequency, accessibility), and match these with suitable travel solutions
- Plan multiple-stage journeys including transport options which generally meet needs and timeframes, with some use of basic technology
- Prepare effectively for journeys, confirming readiness and access to necessary information and resources
- Confirm main details for outward and return journeys, identifying key travel stages and confirmation points for action, with some basic contingencies
- Complete journeys according to needs, demonstrating awareness of potential issues and risks, ensuring access to relevant personal effects, and taking steps to keep self and belongings safe
- Reflect on journeys, considering their effectiveness, as well as possible changes or improvements

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Consider travel needs, identifying basic options and possible issues (e.g. day or night), to make choices
- Explore transport options to plan journeys that will meet basic needs and likely timeframes, with some lenience
- Prepare for journeys, checking readiness and access to any essential information and resources
- Access basic information, help, and guidance to agree, communicate, and simply record key details required for journeys
- Complete journeys using suitable methods, understanding some basic issues and possible risks, and taking simple steps to keep self and belongings safe
- Express how travel experiences and journeys went, reflecting on any issues or challenges, and if anything could be improved in the future

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Consider travel needs, recognising basic options and possible issues, in simple choices (with support)
- Recognise transport options to help plan simple journeys that will meet essential needs and general timeframes (with support)
- Find key information and ask for help to confirm and record key details for journeys
- Prepare for journeys, confirming readiness (with support)
- Complete journeys in ways that meet basic needs, recognising some basic risks and ways to keep self and belongings safe (with support)
- Express how travel or journeys went (e.g. good or bad) and suggest simple improvements

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge of a variety of information sources, and planning and booking services and technologies, which support efficient and effective transport and travel. • Understanding how to use tools and technology to support effective travel, transport, and journey planning, which integrates and coordinates different information, options and solutions	Examples could include: • Skills, methods, and techniques for identifying, evaluating, comparing, and confirming multi-stage travel and transport arrangements to meet specific needs and requirements (e.g. time, accessibility, cost). • Skills, methods, and techniques for reviewing and refining details, options, and solutions to adapt to changing conditions and requirements, while still meeting needs.	Examples could include: • An awareness and responsiveness to real-time information and the variety of options, choices, and solutions available to meet specific needs (with efficiencies) • Attentiveness to detail and interest in confirming and updating information correctly and communicating accurately to others about plans, options, progress, and safety

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge of different tools and techniques for planning and confirming travel and transport arrangements. • Understanding how to use basic tools and technology to support travel, transport, and journey planning, accessing and comparing a variety of information and options to make suitable choices.	Examples could include: • Skills, methods, and techniques for identifying, comparing, and confirming travel and transport arrangements to meet key needs and requirements, with only minor weaknesses or unforeseen outcomes. • Skills, methods, and techniques for making and confirming necessary changes to plans, travel and transport options when required.	Examples could include: • An awareness of up-to-date information and options and the need to monitor and react to changes and updates • Care in confirming information and communicating key details to others about plans, progress, and safety

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Knowledge of basic tools and technologies that support travel and transport information, planning, and confirmation • Understanding how to use basic tools and technology to support travel planning and safe and timely completion	Examples could include: • Basic skills, methods, and techniques for finding and confirming travel and transport options to meet needs • Basic skills, methods, and techniques for checking guidance and updates to confirm suitable options and complete journeys.	Examples could include: • A basic awareness of possible strengths and weaknesses of options available and interest in checking these details and possible issues • Interest in checking information and progress and communicating basic details to others

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
Examples could include: • Some basic knowledge of how travel and transport information can be accessed and simple plans confirmed using tools and technology • Understanding the basic process for matching travel and transport needs and available options	Examples could include: • Basic skills and methods for recognising options and completing simple journeys • Basic skills and methods for finding information, help and support with travel and transport (at key stages)	Examples could include: • Some limited awareness of possible differences in options and simple ways to check suitability for needs • Interest in confirming basic details and communicating plans and anticipated details (e.g. methods; times).

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