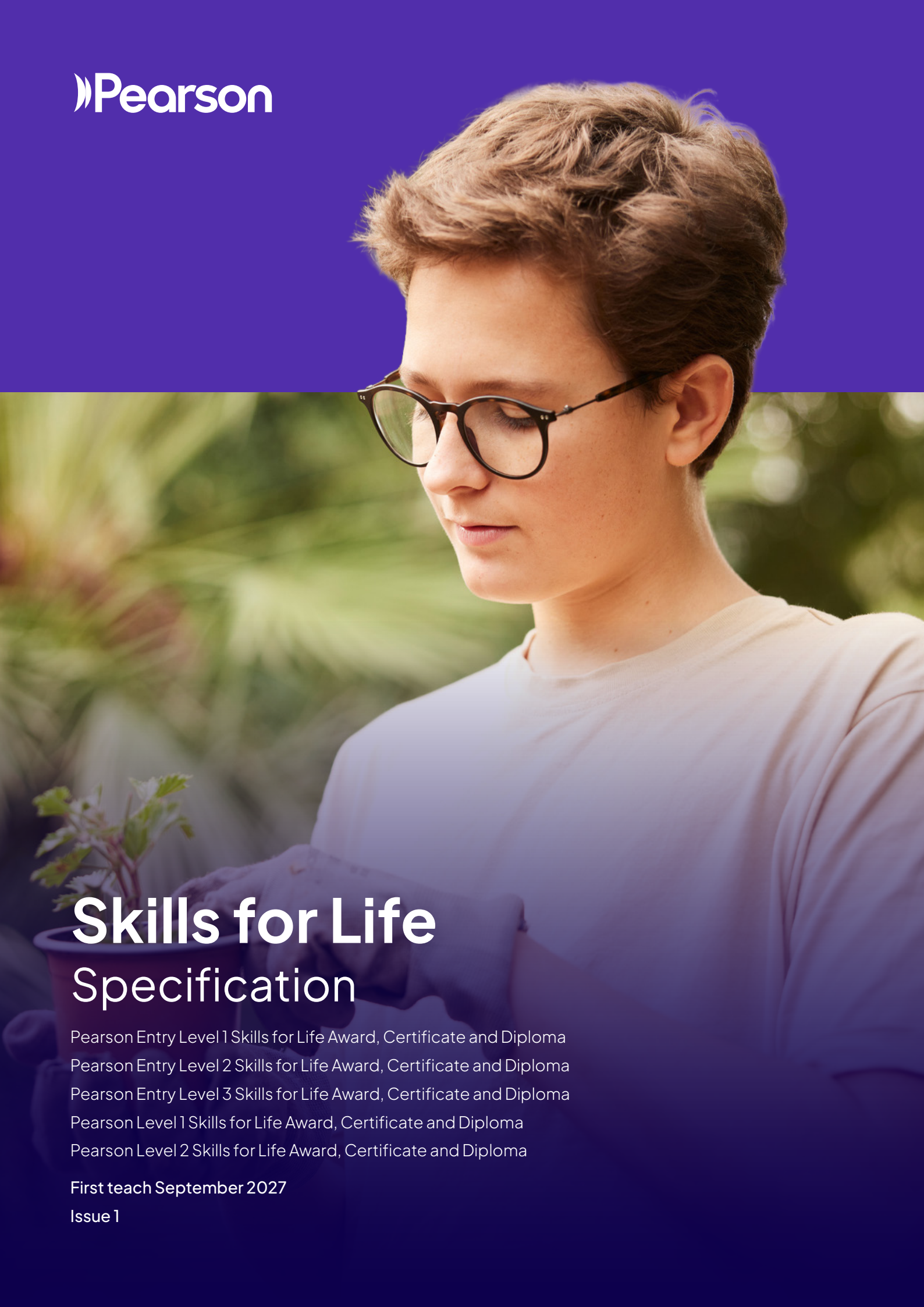


A young man with short brown hair and black-rimmed glasses is shown in profile, looking down at a small green plant in a purple pot. He is wearing a light-colored t-shirt. The background is a soft-focus outdoor setting with green foliage. The top half of the image has a solid purple overlay.

Skills for Life Specification

Pearson Entry Level 1 Skills for Life Award, Certificate and Diploma

Pearson Entry Level 2 Skills for Life Award, Certificate and Diploma

Pearson Entry Level 3 Skills for Life Award, Certificate and Diploma

Pearson Level 1 Skills for Life Award, Certificate and Diploma

Pearson Level 2 Skills for Life Award, Certificate and Diploma

First teach September 2027

Issue 1

About Pearson

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VQ000553

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1 Introducing the qualifications

What are Skills for Life qualifications?

The Skills for Life qualifications enable 14–16-year-old learners in Wales to achieve nationally recognised qualifications by demonstrating a broad range of skills, fostering confidence in navigating the complexities of adult life and learning. They help to shape well-rounded individuals ready for success in both personal and professional spheres.

The Skills for Life qualifications enable learners to develop their skills, knowledge, and understanding to succeed in topics relevant to their personal and societal well-being. With a focus on the application of skills, learners prepare for a future characterised by adaptability, empathy, and civic responsibility.

The qualifications support the four purposes and the cross-cutting themes of Curriculum for Wales are available in Cymraeg and English.

How to use this document

This specification details the key qualification information and unit requirements and must be used in conjunction with the following:

- Teaching and Learning Support document
- Assessment Delivery and Administration Guide.

Pearson also provides an Authorised Assignment Brief (AAB) for each unit, showing an example of the assessment approach including context, level of demand, and alignment with any essential information for assignments.

AABs are available on the Pearson website as Word documents.

AABs are not mandatory. You can:

- use the AAB as an exemplar for how the unit can be assessed
- use it as a starting point and adapt it for a particular level, learner need, context or local need
- use it as a guide, while choosing to write your own assignment brief

Links to all documents listed above can be found on Pearsons website: [Pearson Skills for Life and Work | Pearson qualifications](#)

2 Qualification summary and key information

Qualification levels

Skills for Life qualifications are available at the following levels:

- Entry 1
- Entry 2
- Entry 3
- Level 1
- Level 2

Qualification sizes

Each level has three sizes of qualification:

Qualification Size	Guided Learning Hours	Total Qualification Time
Award	60 GLH	60 TQT
Certificate	120 GLH	120 TQT
Diploma	240 GLH	240 TQT

Qualification titles

Entry 1	
Qualification number	Qualification Title
C00/5443/4	Pearson Entry Level 1 Skills for Life Award
C00/5443/5	Pearson Entry Level 1 Skills for Life Certificate
C00/5443/6	Pearson Entry Level 1 Skills for Life Diploma

Entry 2	
Qualification number	Qualification Title
C00/5443/7	Pearson Entry Level 2 Skills for Life Award
C00/5443/8	Pearson Entry Level 2 Skills for Life Certificate
C00/5443/9	Pearson Entry Level 2 Skills for Life Diploma

Entry 3	
Qualification number	Qualification Title
C00/5444/1	Pearson Entry Level 3 Skills for Life Award
C00/5444/2	Pearson Entry Level 3 Skills for Life Certificate
C00/5444/3	Pearson Entry Level 3 Skills for Life Diploma

Level 1	
Qualification number	Qualification Title
C00/5444/4	Pearson Level 1 Skills for Life Award
C00/5444/5	Pearson Level 1 Skills for Life Certificate
C00/5444/6	Pearson Level 1 Skills for Life Diploma

Level 2	
Qualification number	Qualification Title
C00/5444/7	Pearson Level 2 Skills for Life Award
C00/5444/8	Pearson Level 2 Skills for Life Certificate
C00/5445/0	Pearson Level 2 Skills for Life Diploma

Other key information

Approved ages	14 - 16
First teach date	September 2027
Last registration date	31/08/2034
Last certification date	31/08/2037
Assessment	Internal assessment.
Grading information	The qualifications and their units are graded Pass/Fail.

3 Unit summary

Skills for Life units		
Unit	Unit Title	Unit GLH
SfL1	Arts and crafts	20
SfL 2	Basic first aid	20
SfL 3	British Sign Language (BSL)	20
SfL 4	Community participation	20
SfL 5	Democracy in action	10
SfL 6	Digital film and media	20
SfL 7	Equality, diversity, and inclusion	10
SfL 8	Ethical choices	10
SfL 9	Everyday law	10
SfL 10	Exercise for all	20
SfL 11	Faith and belief in the community	20
SfL 12	Financial literacy	10
SfL 13	Food planning and preparation	20
SfL 14	Healthy lifestyle	20
SfL 15	Healthy relationships	10
SfL 16	Home management and maintenance	20
SfL 17	Looking after others	20
SfL 18	Mental health and wellbeing	20
SfL 19	Music, dance, and drama	20
SfL 20	Online safety	10
SfL 21	Personal safety	20
SfL 22	Practical gardening	20
SfL 23	Science and technology in everyday life	10
SfL 24	Skills in the natural environment	20
SfL 25	Sustainability in action	20
SfL 26	Teamwork	20
SfL 27	Understanding self & others	10

SfL 28	Values for life	10
SfL 29	Leading a sport activity session	20
SfL 30	Preparing for an outdoor expedition	20

Rules of Combination

There are no mandatory units; learners can choose any combination of units to achieve their qualification.

Learners can combine units across levels, subject to the rules of combination for the award, certificate, and diploma shown in the table below:

Qualification	Rule of Combination
Award (60 GLH)	To achieve an award, a learner must pass units totalling 60 GLH, of which a minimum of 40 GLH must be at or above the level of the qualification.
Certificate (120 GLH)	To achieve a certificate, a learner must pass units totalling 120 GLH, of which a minimum of 80 GLH must be at or above the level of the qualification.
Diploma (240 GLH)	To achieve a diploma, a learner must pass units totalling at least 240 GLH, of which a minimum of 160 GLH must be at or above the level of the qualification.

Learners can only achieve each unit once, at a single level, with the exception of Unit SfL 3, British Sign Language, which can be retaken at multiple levels in order to achieve a higher level. GLH will only contribute to the overall qualification claim once.

Unit and Qualification Grading

Units and qualifications are graded **Pass/Fail**.

Each unit has assessment criteria for each level (Entry 1, Entry 2, Entry 3, Level 1 and Level 2). As such, each unit can be achieved at any of the aforementioned levels.

Learners who successfully complete all units that contribute to the qualification outcome at a given level will receive a certificate graded **Pass** for that relevant level.

4 Assessment requirements

The table below gives a summary of the assessment method used in the qualifications.

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

Language of assessment

Learners can be assessed in Welsh or English.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

Internal assessment

All units are internally assessed. Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

Authorised Assignment Briefs

Every unit in our Skills for Life qualifications includes an Authorised Assessment Brief (AAB), which offers an exemplar assessment. Each AAB is designed to help learners specifically meet the unit's assessment criteria.

At Pearson, we aim to provide the most flexible and dynamic approach for assessing your learners' knowledge, skills, and understanding through internal assessments. That's why you can adapt the AAB or devise your own assessments to fit your centres or learners' needs, while maintaining its essential elements and ensuring all mandatory evidence is included.

Our AABs are available on the Pearson website.

Each unit AAB contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Examples of forms of evidence include observation records, witness testimony, and products of learners' work. Learners must provide evidence of their achievement – achievement cannot be inferred from performance. Evidence must be available to the assessor, the internal verifier, and the Pearson Standards Verifier.

Any specific evidence requirements for assessment of a unit are given in the unit's *Essential information for assessment decisions* section.

Assessment of units

To pass each unit, learners must independently show that the assessment criteria for the unit have been met appropriately to achieve one of the levels (E1 to Level 2).

Learners must:

- satisfy the assessment criterion at a specified level by providing sufficient and valid evidence for that level-based criterion
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the unit topic area and assessment
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Assignments:

- can include both practical and written tasks
- are independently completed as a distinct activity after the required teaching has taken place
- require a brief that is issued to learners with a defined start date, a completion date, and clear requirements for the evidence they are required to produce

Learners who do not successfully pass an assignment may be eligible for one resubmission of improved evidence for each assignment submitted at the centre's discretion for the assignment or to retake another assignment.

Learners can only achieve each unit once, at a single level, with the exception of Unit SfL 3, British Sign Language, which can be retaken at multiple levels in order to achieve a higher level. GLH will only contribute to the overall qualification claim once.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding, or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification. Evidence of learning must be sufficient, reliable, and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

Teaching Content and Assessment Support

Please see Pearson's teaching content and authorised assignment brief specifically designed for each unit.

5 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 6 Glossary*.

It is compulsory for learners to meet the assessment criterion at a specific level to achieve a pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current, up to date and relates to the legislative context of Wales.

Unit Sfl 1: Arts and crafts

Purpose and Aim: To develop learners' knowledge and practical skills in one or more areas of art and/or craft, providing opportunities for expressing their ideas and applying their creativity and imagination.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Develop a portfolio of exploratory skills within a chosen subject area to produce a piece of 2D or 3D artwork or craft.	Develop a portfolio demonstrating a range of techniques, stylistic approaches and exploratory skills, to produce a final piece of 2D or 3D artwork or craft.
Demonstrate a few basic skills in a given arts or crafts activity.	Demonstrate a small range of art and/or crafts skills in order to produce a simple piece of 2D or 3D artwork or craft on a given topic.	Demonstrate a range skills and of techniques to produce a piece of 2D or 3D artwork or craft on a given topic.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners will show basic knowledge of one or two techniques and materials needed to carry out a given creative task. Guidance and support will be given to enable the use of materials, tools and techniques to complete the task. Learners will demonstrate that they can respond to a given brief to produce a creative outcome. The final outcome may not be fully realised, however, there is evidence of a basic knowledge of the creative process. Support and guidance will be required to realise the outcome.

Entry 2

Learners will, with some support, practice using at least two techniques and two materials and tools to assist in deciding what the creative piece of work will be. Prompts and probes should be used to elicit responses about the learner's decision-making process. Learners will produce a final piece of creative work. The outcome may not be fully realised or complete, but it must demonstrate an end outcome of a creative process.

Entry 3

Learners will, with minimal support, practice exploring a range of technique and materials to assist in deciding what the creative piece of final artwork will be. Learners will respond to the given topic and refer to their portfolio to produce a final art piece. Learners' portfolios and art pieces will be simple and unrefined. They will have emerging skills in following the process but will have concentrated on developing some details without working on others.

Level 1

Learners will produce a portfolio in preparation for the making of a piece of artwork that uses materials simply by responding to a given starting point or theme in a basic manner with limited refinement and planning. They will present work that demonstrates a basic understanding of art skills and techniques and communicate their ideas and use of materials through their final produced image with limited refinement and creativity. There may be simple supporting versions showing basic development and refining of skills. They will present a final art piece, showing use of techniques and exploration of the given starting point or theme in a partially developed manner.

Level 2

Learners will produce a portfolio with a basic investigation, using generally relevant research, exploration and experimentation during some stages of development to partially inform understanding, ideas and practice. There will be a basic use of development processes to generate and progress ideas, work and skills, which generally support meeting creative intentions and personal aims. There will be a basic selection and application of media, materials, techniques and processes to produce and present work, showing some awareness of how they can be used to realise intentions. They will present a final art piece, showing use of techniques and exploration of the given starting point or theme in a partially developed manner.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners will require close guidance but can participate in directed activities. Guidance and support will be provided to enable the use of materials, tools, and techniques to complete the task.
- Entry 2 learners need structured support, but can work more independently within a guided framework. Prompts and probes should be used to elicit responses about learners' decision-making processes.
- Entry 3 learners work with some independence, making choices about techniques and materials.
- Level 1 learners can work independently to complete tasks, with some occasional guidance.
- Level 2 learners work with increasing independence, taking responsibility for task completion and make informed choices based on their research.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Expressive Arts**:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 2: Basic first aid

Purpose and Aim: To develop learners' knowledge and practical skills to carry out everyday first-aid procedures and know what to do in an emergency, including knowing who to ask for support.

Please note: Completing this unit does not replace a formal licence to practise First Aid Qualification such as Pearson Level 3 Emergency First Aid or Level 3 First Aid at Work.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe and demonstrate the first aider's role, including common situations, required procedures, and essential resources.	Explain and demonstrate the first aider's role, including a wide range of situations, required procedures, and necessary resources.
State and demonstrate the use of simple first aid resources and procedures.	Outline and demonstrate the use of basic first aid resources and procedures.	Identify and demonstrate the use of basic first aid resources and procedures.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners, with support, will be able to identify one or two the dangers that they or bystanders may come across at the scene of an incident. They will know the process of how to alert an adult to seek assistance and some ways to keep themselves safe at the scene of the incident. Learners will be able to identify at least three basic first aid items like plasters and bandages.

Under instruction from the teacher, learners will be able to follow the process to monitor the breathing of a casualty who has been placed into the recovery position and know how to and when to alert a responsible adult if the casualty's breathing changes.

Entry 2

Learners will, with some support, name three common, everyday injuries that might need first aid (like cuts, burns, or nosebleeds). They will outline the difference between a minor and a major bleed. They will show how to put clean a small cut and place a plaster on it. They will be able to be able to choose the right first aid action for a common injury from a few options.

Learners will, with some support, name three potential hazards they may come across at the scene of an incident and will be able to identify that they, the casualty, and bystanders are safe in a simulated incident. With support and guidance from the teacher, learners will place an unconscious breathing casualty into the recovery position and discuss how to carry out the continual monitoring of breathing. Learners will demonstrate how to establish a casualty's level of response and breathing, open the airway, call for appropriate assistance. They will know how to commence the correct CPR procedure for a casualty that is no longer breathing with (the appropriate level of) support.

Entry 3

Learners can, with minimal support, identify the steps to treat a minor burn (using cool running water) and how to place someone in the recovery position. They will identify why it's important to cover a wound. They will show how to bandage a minor wound.

Learners will be able to identify at least four hazards they may come across at the scene of an incident. They will demonstrate how to check that they, the casualty, and bystanders are safe in a simulated incident. They will know when to place a casualty into the recovery position. With minimal prompting from the teacher, learners will place an unconscious

breathing casualty into the recovery position and demonstrate the continual monitoring of breathing whilst the casualty is in the recovery position.

Learners will demonstrate how to establish a casualty responsiveness and if they are breathing. They will demonstrate how to open an unconscious casualty's airway, call for appropriate assistance, and how to commence the correct CPR procedure without support. They will know when and how to call for help in an emergency (999/112) and can give basic facts about the injury, such as the location and time of the injury, and request an AED code.

Level 1

Learners can describe the role of a first aider. They can describe what first aid approach to take to treat a burn and are able to identify the signs of shock. They will demonstrate the process of how to stop major bleeding by applying pressure and bandage the wound. They will demonstrate how to treat a burn. Learners will describe a range of hazards they may come across at the scene of an incident. They will demonstrate how they would check that they, the casualty, and bystanders are safe in a simulated incident.

Learners will identify when to place a casualty into the recovery position. They will demonstrate how to place an unconscious breathing casualty into the recovery position and the continual monitoring of breathing whilst the casualty is in the recovery position.

Learners will demonstrate how to establish casualty awareness and if they are breathing, how to open the airway. On establishing the casualty is not breathing normally, learners will give clear instructions on how to call the emergency services and request an AED. With occasional prompts from the teacher, learners will commence CPR, demonstrating correct hand positioning.

Learners will be able to identify what they would do with an AED once it arrives on the scene and know that they would follow the voice prompts given by the training AED unit to support the CPR process.

Level 2

Learners can explain the role of a first aider. They can discuss how to prevent infections when giving first aid. Learners will describe a range of hazards they may come across at the scene of an incident. They will demonstrate how they would check that they, the casualty, and bystanders are safe in a simulated incident. Learners can explain the reasons for when and why they should place a casualty into the recovery position. They will demonstrate how to place an unconscious breathing casualty into the recovery position and how to carry out the continual monitoring of breathing whilst the casualty is in the recovery position. They will give clear instructions on how to call the emergency services and request an AED, including detailed facts about the casualty and their injury or condition. They are able to follow any instructions provided by the emergency services effectively. Learners will demonstrate effective CPR and be able to describe how an AED would be used to support the CPR process. Learners can explain how to check if the casualty has a pulse and is breathing to then stop performing CPR.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance throughout the session. The focus is on participation and following instructions rather than independent action.
- Entry 2 learners require less support than Entry Level 1 but still rely on direction from others/seek assistance from a relevant person, e.g. first aider, teacher, when unsure how to proceed. They are beginning to develop a basic understanding of how to care for an unconscious breathing casualty and an unconscious non-breathing casualty.
- Entry 3 learners can review a basic first aid situation and decide whether to administer basic first aid or seek further assistance. They can demonstrate increasing independence by following current CPR protocols.
- Level 1 learners can take charge of a first aid situation and make decisions about appropriate actions, including when to seek professional help.
- Level 2 learners can take responsibility for assessing a situation, administering appropriate first aid, and seeking further assistance when necessary.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Science and Technology**:

- The world around us is full of living things which depend on each other for survival.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 3: British Sign Language (BSL)

Purpose and Aim: To develop learners' practical communication skills in British Sign Language for social interaction and in everyday settings in order to communicate with the Deaf community and to support inclusion.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe aspects of Deaf communication and use BSL to communicate in everyday conversation.	Explain aspects of inclusive Deaf communication and use more detailed BSL to communicate in everyday conversation.
State aspects of the role of BSL in the Deaf community and use basic BSL finger spelling and signs.	Outline aspects of Deaf awareness and participate in short exchanges using BSL.	Identify aspects of Deaf culture and participate in short conversations using BSL.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. The content for each learner level aligns with the level focus statements in the Teaching and Learning Support document and the *Essential information for assessment decisions* below. Content is compulsory except when 'e.g.' is given. Learners may complete Task 1 on the AAB after the teaching of the A1 component. Task 2 on the AAB is summative and can only be attempted when the course content has been covered.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners recognise and can state that BSL is a visual language used by the Deaf community in the UK. They can state that BSL is important to the Deaf community and that it gives deaf people a sense of belonging. Learners will know that BSL is a language in its own right.

Learners can fingerspell their own names and short place names. They can greet each other and use simple signs to convey meaning. Learners know how the Wh- words are signed and can simply respond. They can use simple noun/adjective phrases. Learners can sign some vehicles and can give simple directions – not always in phrases. They can sign some numbers and give whole hour O'clock responses. They can express simple 'like/dislike' responses to flashcards.

Entry 2

Learners will be able to outline some aspects of Deaf awareness, e.g. they will consider how to speak to deaf people by gaining their attention, facing them directly and speaking clearly and at normal volume.

Learners can fingerspell place names and brands if the words are written down. They can respond to simple 'THIS CALL' prompts. Learners can make simple requests. They can carry out very simple exchanges using Wh -questions. Learners can use simple adjectives to describe a range of nouns, e.g. their cat. Learners can sign some of the days of the week. They can use simple vehicle GO destination phrases. Learners can count to 20 and can tell the time using 'half past' signing. Learners can give simple opinions and will attempt a reason why.

Entry 3

At this level, we would expect learners to identify some aspects of Deaf culture, e.g. BSL, Deaf awareness, history, visual storytelling, sign poetry or art.

Learners can fingerspell including brands from a written cue. They can sign familiar words and attach adjectives to make short phrases. They can sign the days of the week and respond to 'WHEN?' Learners can sign for vehicles and are able to use direction language. Learners can count up to 20 and they can use 'quarter past' and 'quarter to' in addition to 'half past'. They can express opinions and give very simple reasons why.

Level 1

Learners describe a number of aspects of Deaf culture, e.g. BSL, Deaf awareness, history, visual storytelling, sign poetry or art. They give at least two examples/make at least two statements about Deaf culture in Wales. They can describe how mouthing, lip-reading, facial expressions can be used to communicate and go on to consider formal and informal communication.

Level 1 learners can identify and use Wh- questions. They can create short sentences where one sentence or phrase follows on from the previous. They can use maps to direct peers using directions and 'TURN'.

Learners can count up to 31 which allows them to tell the date in sign language. They can also count in five minute increments so that they can tell the time with this level of accuracy. They can respond to and ask 'WHEN THAT' questions. They can put together content from across the unit to create short scenarios and communicate about topics in everyday conversation.

Level 2

Learners are able to explain a number of aspects of Deaf culture, e.g. BSL, Deaf awareness, history, visual storytelling, sign poetry or art, Deafhood or Deaf gain and their importance to the Deaf community. They will acknowledge the history and importance of BSL to overcome barriers and aid inclusion for deaf people. Learners will consider why Deaf inclusion is important and the role of interpreters, allyship and inclusion practices in the workplace. They consider how Deaf culture looks in Wales including at least three examples.

They can role play using clear facial expressions and eye contact, at times. Learners can describe objects and make simple comparisons. Learners can use directions with a subject and a destination. They can use number skills to respond to 'WHAT TIME', 'WHEN THAT' 'HOW OLD' and simple 'HOW MUCH' questions. Learners can use opinions and descriptions as part of their role plays and scenario creation.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners will perform tasks with considerable support and emphasis on repetition and, mimicry.
- Entry 2 learners will participate in simple exchanges, with support, using familiar vocabulary, opinions and adjectives.
- Entry 3 learners can demonstrate increased autonomy in recalling vocabulary using prompt cards, initiating questions and responses.
- Level 1 learners can independently manage to initiate and respond in everyday conversations.
- Level 2 learners can independently manage aspects of their communication, initiating conversations, sustaining conversations and showing Deaf aware behaviours.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Languages, Literacy and Communication**:

- Languages connect us.
- Expressing ourselves through languages is key to communication.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 4: Community participation

Purpose and Aim: This unit will develop learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the importance of community groups or services and how they benefit people and plan and participate in a community activity.	Explain the value of active citizenship, giving examples of community participation and plan, and participate in a community activity.
List familiar examples of people or places in the community and participate in a simple community activity.	Outline examples of a simple community group, service, or place, state their purposes and participate in a supported community activity.	Identify some roles and activities in the local community and contribute to planning and participating in a simple community activity.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list very familiar elements of community life such as people, places or services. They should be able to list one example for each element. They will need significant support and guidance to participate in a simple community activity such as local home-cooking groups, supporting food banks etc.

Entry 2

Learners can, with some support, give an outline of simple examples of at least four community groups, places, people or services and state their purposes. They can take part in a supported community activity, while following instructions. Examples of community activities could include a coffee morning, watering plants, setting out chairs and tables for a cultural celebration, litter picking, supporting food banks and local home-cooking groups.

Entry 3

Learners can, with minimal support, identify at least three roles and activities and their purposes within their local community. They can contribute to a simple plan and be able to implement this for a community activity. They show some independence but may still require guidance. Examples of roles and participatory activities could include helping at a community event or taking responsibility for collecting donations, e.g. a bake sale, or to join a group activity such as a cultural celebration and local home-cooking group.

Level 1

Learners can describe the purpose and importance (through the benefits they provide to people) of a range of at least four community groups and/or services, taking responsibility for some activity planning and taking part in a community activity. They work with some independence but may need occasional support. Examples of activity planning and participation could include allocating roles within the group, organising simple resources, or producing materials to support the activity. They could make posters to encourage people to attend the event or coordinate the set-up of a tree planting project.

Level 2

Learners demonstrate independence when contributing to planning and participation of a community activity. They will be able to use the planning and participation within the event to explain the value of active citizenship which enable the learners to be involved in social change for their local community, e.g. to address issues like homelessness and climate change or they could plan and run a community meal using surplus or donated food. Examples of community participation could include lobbying the local council, volunteering for projects such as a sustainable cooking campaign, and making conscious consumer choices. They work with minimal supervision and will take responsibility for some of the outcomes of the activity.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant guidance and prompts. They take part only with support.
- Entry 2 learners can, with appropriate guidance, actively participate and begin to take some responsibility for the outcomes of simple activities.
- Entry 3 learners can actively participate in the community activity and, with appropriate guidance, take responsibility for the outcomes of structured activities.
- Level 1 learners can take responsibility for completing tasks and procedures, subject to direction or guidance as needed.
- Level 2 learners can take responsibility for completing tasks and procedures and exercise autonomy and judgement subject to overall direction or guidance.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Our natural world is diverse and dynamic, influenced by processes and human action.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 5: Democracy in action

Purpose and Aim: To develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe what democracy is, why it is important and how it works in Wales and apply a range of ways to make informed decisions about own political rights and responsibilities.	Explain the importance of democracy and how it works in Wales and apply a wide range of ways to make informed decisions about own political rights and responsibilities.
State what democracy is and demonstrate simple ways to make informed decisions about own political rights and responsibilities.	Outline what democracy is and demonstrate basic ways to make informed decisions about own political rights and responsibilities.	Identify the importance of democracy, how it works in Wales and demonstrate some @ways to make informed decisions about political rights and responsibilities.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with clear support, state what democracy is in simple terms, e.g. 'where the people make decisions' and demonstrate at least two simple ways to make decisions about their own political rights and responsibilities, e.g. knowing their rights, or carrying out research using trusted sources.

Entry 2

Learners can outline, with some support, what democracy is, giving a few examples of what makes something a democracy, e.g. having a democratic process to elect a government, choosing leaders, voting etc. and follow simple instructions to demonstrate at least three basic ways to make decisions about their own political rights and responsibilities, e.g. registering to vote, or joining a political organisation.

Entry 3

Learners can identify, with minimal support and prompting, what democracy is, e.g. a system of government where people have the power to make decisions. Learners can identify why it is important, e.g. it gives everyone representation and how it works in Wales, e.g. that in Wales the government and parliament are called the Senedd Cymru. Learners can demonstrate at least four ways to make appropriate decisions about their own political rights and responsibilities with minimal support but may need occasional prompts.

Level 1

Learners can describe what democracy is and give relevant examples to support their descriptions, for example they describe how democracy works in Wales and in the wider UK, and the processes that are followed. They can describe why it is important by relating it to rights and responsibilities, and how it works in Wales. They can demonstrate at least five ways to make informed decisions about their own political rights and responsibilities showing some degree of independence.

Level 2

Learners can explain what democracy is, including the democratic processes that must be followed providing detailed examples to support their explanations. They can explain the importance of democracy and, specifically how it works in Wales. They can independently demonstrate at least six ways to make informed decisions about their own political rights and responsibilities, providing reasons for each, for example, what their own rights are or why they should fact-check information they receive and only trust information from reputable sources.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. They are able to attempt tasks with support and respond to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They can follow a short sequence of instructions. They can complete tasks as instructed when attempting to outline their knowledge.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting. They can gather information from given, simple sources.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a range of provided sources. They are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present.
- Level 2 learners can work independently and manage their own learning to complete tasks. They can identify, select, and use information from a variety of sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in Annexe E of this specification document.

Unit Sfl 6: Digital film and media

Purpose and Aim: To develop learners' knowledge and practical skills in digital film and media, providing opportunities for expressing their ideas and applying their creativity and imagination.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Develop a range of digital media skills and techniques to produce a short film on a chosen subject.	Develop a range of digital media skills, techniques and digital media conventions to produce a short film on a chosen subject.
Demonstrate a few basic digital media skills and techniques in a simple short film activity.	Demonstrate a small range of digital media skills and techniques to produce a simple film on a given topic.	Demonstrate a range of digital media skills and techniques to produce a short film on a given topic.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners should work, with support, to create a short digital film with easy-to-use software, comprising a sequence of eight to ten images they have taken themselves, covering a topic set by their teacher. They contribute to a simple process log showing the progress of making the film. The film should include a title in text. Audio-visual effects may be used but are not essential for assessment purposes.

Entry 2

Learners should work, with some support, to create a short digital film with easy-to-use software, comprising a sequence of 14–16 images they have taken themselves, covering a topic set by their teacher. They contribute to a simple process log showing the progress of making the film. The film should include a title in text and audio, which can be narration and/or music. Audio-visual effects may be used but are not essential for assessment purposes.

Entry 3

Learners should, with some support or prompting, work to create a short digital film with easy-to-use software, using a simple storyline they have prepared to guide filming of a short sequence of 18–20 images they have taken themselves, covering a topic set by their teacher. They produce a simple process log showing the making of the film. The film should include a title in text; an audio track – which can be narration and/or music – and some audio-visual effects, such as pan motion, text, stickers, emojis, or sound effects.

Level 1

Learners should produce a short digital film of one to two minutes, which includes images and/or static or motion shots, from a simple storyboard or shot list they have prepared to guide filming, and which they have taken themselves, covering a subject they have chosen. They produce a process log showing the planning and production of the film. Software appropriate to the learners should be used and should be easy to use. The film should include a title in text and audio, which can be narration and/or music. Audio-visual effects can be used but are not essential for assessment purposes.

Level 2

Learners should research a chosen topic and use this information to create a detailed storyboard or shot list and plan a short digital film lasting between three and four minutes. The film should consist of more than 10 shots, all of which must have been taken by the learner. They produce a detailed process log showing the research, planning and production of the film. Any software which is appropriate to the experience of the learners can be used for the production and editing of the film. The film should include a title in text; an audio track – which can be narration and/or music – and any audio-visual effects where required.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and close supervision but can participate in directed camera and editing activities.
- Entry 2 learners work with structured support but show some independence in completing set tasks.
- Entry 3 learners work with some independence, making basic choices about filming. They will require some support or prompting at times to complete the tasks.
- Level 1 learners work mostly independently, applying planning skills with some guidance on occasion.
- Level 2 learners show independence in completing tasks, managing their project responsibly and making informed creative choices.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Expressive Arts**:

- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 7: Equality, diversity and inclusion

Purpose and Aim: To develop learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the importance of equality, diversity, and inclusion in different contexts, contribute to planning and participate in an activity to promote inclusion, demonstrating some independence and decision-making.	Explain the principles of equality, diversity, and inclusion and how they apply in varied contexts and plan and deliver an inclusion activity independently, adapting to different situations and needs.
List familiar examples of fairness, respect, or inclusion and participate in a simple inclusion activity.	Outline simple examples of equality, diversity, and inclusion in daily life and participate in a simple inclusion activity.	Identify everyday examples of equality, diversity, and inclusion and their purpose and contribute to planning and participating in a simple inclusion activity.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list a few very familiar examples of fairness, respect, inclusion or kindness, e.g. taking turns, saying sorry, sharing, being kind. They follow simple prompts and participate in a simple inclusion activity with support.

Entry 2

Learners can, with some support, give an outline of simple examples of equality, diversity, or inclusion, e.g. different foods, cultures, or abilities. They should give one example for each. They can follow instructions with some independence to join in a simple inclusion activity.

Entry 3

Learners can, with minimal support, identify basic practices of equality, diversity, and inclusion and demonstrate some understanding of their purpose, giving at least two examples for each. They can contribute ideas to a simple inclusion activity and participate with guidance.

Level 1

Learners can describe why equality, diversity, and inclusion are important in different settings, e.g. school, workplace, community. At least two different settings are required, and descriptions with examples should be provided for equality, diversity, and inclusion. They demonstrate appropriate behaviours when contributing to the planning of, and participation in, an activity to promote inclusion with some independence and evidence of decision-making skills.

Level 2

Learners can explain the principles of equality, diversity, and inclusion and apply them in at least three varied contexts, at least three are required, e.g. school, workplace, community. They plan and deliver an inclusion activity independently, adapting their approach as needed to different situations and the needs of the individuals within the activity.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant guidance to take part; they rely on support to direct their behaviour.
- Entry 2 learners need some guidance and instruction but can take responsibility for simple parts of an activity.
- Entry 3 learners can take some responsibility for structured tasks within a group, showing awareness of their own actions. They may require some prompting or guidance at times.
- Level 1 learners can take responsibility for their actions.
- Level 2 learners can work independently and take full responsibility for their contribution, adapting their approach to meet challenges.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Religion Values Ethics (RVE) Health and Well-being and Humanities**:

- How we engage with social influences shapes who we are and affects our health and well-being.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 8: Ethical choices

Purpose and Aim: To develop learners' knowledge and skills to navigate ethical dilemmas by exploring decision-making principles using real-life scenarios.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe a range of ethical dilemmas that can arise in different settings and demonstrate how individuals can take responsibility for ethical choices by following a process when making ethical decisions.	Explain a range of ethical dilemmas that can arise in different settings and demonstrate how individuals can take responsibility for ethical choices by following a process when making ethical decisions.
State an example of an ethical dilemma that can arise at home, school or in a community setting and suggest a responsible ethical response to that dilemma.	Outline ethical dilemmas that can arise at home, school or in a community setting and take some responsibility for suggesting ethical responses to each dilemma.	Identify ethical dilemmas that can arise in different settings and suggest a few ways that individuals can take responsibility for responding ethically to each dilemma.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and state an ethical dilemma that could arise in one setting, such as at home, at school, or in their community. At Entry 1, the dilemma will be provided by the teacher and given to learners. Learners will provide a simple response to the dilemma, e.g. 'Do I tell the truth if I have broken something while messing around at school?' They will suggest an ethical choice in response to the dilemma, e.g. 'Yes, I should tell the truth, even if it means getting into trouble, because honesty is the right thing to do.' Learners will require significant support to complete the tasks.

Entry 2

Learners can, with support, recognise and outline an ethical dilemma that could arise in two of the following settings: at home, at school, or in their community. They will outline one ethical dilemma for each setting, explaining how they made their decision for each, e.g. finding out about a friend's secret and deciding whether to share it with others. They will suggest an ethical choice in response to each ethical dilemma they have outlined, e.g. 'No, I shouldn't share my friend's secret, even if others are doing so, respecting their privacy.' Learners will require some support to complete the tasks.

Entry 3

Learners can, with minimal support, recognise and identify an ethical dilemma that could arise in each of the following settings: at home, at school, in their community and in a workplace. They will identify one ethical dilemma for each chosen setting (four different ethical dilemmas in total), providing a simple scenario for each. They will suggest an appropriate response to each ethical dilemma they have identified. They will demonstrate one way that individuals can take responsibility for their ethical choices when responding to ethical dilemmas, e.g. recognising the impact of the ethical choices they make, or following a decision-making process when choosing their ethical response. Learners may require some guidance or prompting to complete the tasks.

Level 1

Learners can describe ethical dilemmas in a range of settings, describing why each situation presents a dilemma. They should provide at least one dilemma from each setting (home, school, community, and workplace) and suggest an appropriate ethical response for each. For each dilemma, learners should demonstrate ways that individuals

can follow a decision-making process when taking responsibility for their chosen response. This includes considering possible options, weighing consequences, and choosing the response that best reflects fairness, honesty, and respect. Learners should also describe how individuals can take responsibility for their decisions, for example, by acknowledging the impact on others or following agreed processes.

Level 2

Learners can explain ethical dilemmas in a range of settings, clearly giving reasons why each situation presents a dilemma and the ethical principles involved. They should provide dilemmas from each setting (home, school, community, and workplace). For each dilemma, learners should demonstrate an appropriate ethical response and be able to justify their choice of decision-making process. This should include identifying the dilemma, considering possible options, reviewing the consequences for self and others, checking against core values and relevant rules or policies, and making and reviewing the decision. Learners should also explain how individuals can demonstrate taking responsibility for their choices, for example, by consulting guidelines, seeking advice, acting transparently, and acknowledging the impact of their decisions.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. They are accountable for attempting tasks with support and responding to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They are accountable for completing tasks as instructed and attempting to articulate their understanding.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for new aspects. They can gather information from given, simple sources. They will complete tasks and identify obvious connections.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of sources provided. They are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present.
- Level 2 learners can work independently and manage their own learning to complete complex tasks with some guidance. They can identify, select, and use information from a variety of sources, including some self-selected.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document t. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- How we process and respond to our experiences affects our mental health and emotional well-being.
- How we engage with social influences shapes who we are and affects our health and well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 9: Everyday law

Purpose and Aim: To develop learners' understanding of legal concepts that impact our daily lives, developing the skills to navigate common legal scenarios while enabling them to make informed decisions that contribute to a just and equitable society.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how legal concepts impact daily lives to contribute to a just and equitable society.	Explain how legal concepts impact daily lives to contribute to a just and equitable society.
State basic facts about everyday laws, rights, and responsibilities in society.	Outline basic concepts of everyday laws, rights, and responsibilities in society.	Identify concepts of everyday laws, rights, and responsibilities in society.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with significant support, state two or three simple facts about human rights using basic language, for example, that they have the right to food or to speak. Learners can recognise at least two rights and one responsibility. These will be stated, for example, to feel safe or I must not hurt someone. With support and guidance, learners can recognise at least two basic laws using simple language, such as wear a seat belt or don't steal. This may be demonstrated through matching or sorting activities and by stating a simple impact on everyday life. Learners can point to or select examples of at least two simple ways people can contribute to a fair and just society, for example, telling people not to hurt others or telling people not to drop litter. Learners will require ongoing support and guidance to understand instructions and complete tasks.

Entry 2

Learners can, with some support, outline what a right and a responsibility are in their own words and give at least two examples of each. They use simple language to provide basic explanations, for example, a right to go to school and a responsibility to attend school. Learners can outline at least two laws that affect them in everyday life, such as the law says I must wear a seat belt or you cannot buy alcohol if you are under 18. Learners can outline a simple reason or impact of these laws, for example, to keep people safe or the police will take action if someone steals. Learners can make simple decisions in given scenarios that show how they can contribute to a fair and just society. They can give at least two examples, such as picking up rubbish or telling people not to litter.

Learners will require some support and guidance to complete tasks and respond to questions.

Entry 3

Learners can, with minimal support, identify at least three rights and at least three responsibilities in short sentences and can name different types of law – for example, criminal law (stealing, violence) and employment law (minimum wage, equal pay) – and give examples of each. For example, I have the right to work. I must be on time to work. Criminal law is about crime. You can go to prison if you steal. Learners can identify at least three different options for how to contribute to a just and equitable society in a scenario but may need prompts or guidance, such as in the scenario: ‘You see someone being bullied at work. What could you do?’ – a typical response may be ‘Tell the boss’ or ‘talk to them’. Learners will require some support to complete some parts of the tasks.

Level 1

Learners describe a range of at least three rights, e.g. freedom of speech, the right to education, and at least three responsibilities, e.g. paying taxes, respecting others. Learners can name and describe different laws, such as criminal law, e.g. theft, assault and employment law, e.g. minimum wage, discrimination. Learners can describe the impact on everyday life, such as not being able to vote until the age of 18 in general elections, as well as the impact on others of not following the law, for example, ‘If I were caught stealing and got a criminal record, my parents would be disappointed’. Learners can talk about what to do in real-life situations, e.g. being underpaid at work and having to speak to their boss, or witnessing discrimination and speaking to that person and informing them of the right to respect. Learners can work mostly independently but may require the occasional prompt.

Level 2

Learners can explain, with detailed accounts, at least three types of law, rights, and responsibilities, which may include Acts of Parliament.

They should discuss the impact of laws on different people, e.g. young people, workers, disabled people, minorities, people they know, and use examples to support this. Learners can explain a range of scenarios and the decisions they would make to contribute to a just and equitable society, such as ‘You see a co-worker being harassed’: a response may include what rights are involved, which laws are being broken, what action they would take, why, and what the consequences might be. Learners can work independently, taking responsibility to complete tasks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, clear instructions such as matching good and bad decisions. They may need support to understand their choices. Learners will require help when responding to direct questions.
- Entry 2 learners can take some responsibility for completing tasks but still require support and clear guidance. They can respond to simple questions about their views and decisions
- Entry 3 learners can complete tasks with some independence but may need guidance or prompting during discussions. They can gather information from their research.
- Level 1 learners can work independently on defined tasks, such as research into different laws. They can select and use research evidence from a limited range of sources.
- Level 2 learners can work independently and manage their own learning, including research tasks. Research is likely to come from a wide range of sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 10: Exercise for all

Purpose and Aim: To develop learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Plan and take part in a simple exercise schedule, describing its physical and mental wellbeing benefits.	Design and participate in an exercise schedule, explaining its physical and mental wellbeing benefits.
State basic physical and mental wellbeing benefits of exercise through taking part in a few simple activities.	Outline, physical and mental wellbeing benefits of exercise through taking part in some simple exercise activities.	Identify a range of physical and mental wellbeing benefits of taking part in a range of exercises and follow a basic exercise schedule.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners should, with support, state at least one physical benefit, e.g. 'I can run further', or 'I can lift heavier things' and one mental benefit of exercise, e.g. 'It makes me feel calm' when prompted. With guidance and supervision, they can participate in two or more simple exercise activities following single-step instructions, and state in simple terms one thought about how the activities made them feel, for example 'It makes me feel happy'.

Entry 2

Learners can, with support, outline at least two physical, e.g. 'I can run further without getting out of breath' or 'I can jump higher', and at least two mental benefits, e.g. 'I feel good because I've achieved something new', of taking part in exercise with simple support cues. They can take part in at least three different types of exercise – for example, to improve strength or to improve aerobic endurance – and can follow simple rules and instructions to stay safe and show some engagement in the exercises. After taking part, learners can state in simple terms how the activities made them feel in their body – for example, 'I felt out of breath but really awake' – and in their mind, for example, 'I felt in a good mood'. Learners can demonstrate some responsibility for their own safety and engagement and are supervised throughout.

Entry 3

Learners can, with minimal support, identify at least three physical and at least two mental benefits of taking part in exercise. With occasional guidance, they can select exercises that they enjoy taking part in and follow an exercise schedule for a week that includes these exercises. They can record what exercise they took part in each day, how long they did it for, and provide a brief statement of how they felt during and after taking part in the exercise. They may require prompting to ensure they are taking part in the exercises and following the exercise schedule safely.

Level 1

Learners can describe how different types of exercises impact their mental and physical wellbeing and the benefits of taking part in different types of exercise.

They can plan a simple one-week exercise schedule that considers frequency, time, and type of exercise. They will take part in their plan, ensuring each exercise is undertaken safely. They can reflect on their participation, considering which exercises were most

beneficial for their physical and mental health. Learners can demonstrate independence in creating a simple exercise schedule but will need some supervision to ensure safe participation.

Level 2

Learners can design a balanced and appropriate one-week exercise schedule, giving reasons for their choice of each type of exercise included in their plan, with reference to specific physical and mental health benefits. They can also provide reasons for the time they will take part in each exercise and the frequency; they will take part in the planned exercise schedule. They can reflect on their exercise schedule, considering which exercises were most beneficial for their physical and mental health and what they could do to improve the plan. Learners can work independently to create and implement their exercise schedule. They take responsibility for their own safety and wellbeing during participation in exercise activities.

Assessment arrangements

An approximate duration for the assessment of this unit is given in the AAB document.

- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple explicit instructions. Learners respond to direct questions.
- Entry 2 learners can participate in exercise activities with some support, showing increasing independence. Learners follow instructions with occasional reminders, demonstrating some responsibility for their own safety and engagement. They can follow a short sequence of instructions. They can complete tasks as instructed when attempting to outline their knowledge.
- Entry 3 learners can show some independence in choosing and participating in exercise activities and take some responsibility for recording and reflecting on their participation and feelings. They may require occasional prompts to ensure safe and appropriate participation.
- Level 1 learners can demonstrate independence in creating a simple exercise schedule but will need some supervision to ensure safe participation. Learners can reflect on their own experiences and the effects of the activities on their wellbeing.
- Level 2 learners can work independently to create and implement their exercise schedule. They take responsibility for their own safety and wellbeing during participation in exercise activities.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Developing physical health and well-being has lifelong benefits
- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 11: Faith and belief in the community

Purpose and Aim: To develop learners' cultural understanding, tolerance, and appreciation within the community, exploring faith and belief.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how faith and beliefs lead to pluralism and diversity in approaches to life events in the community and in Wales.	Explain how faith and beliefs lead to pluralism, diversity and inclusion in approaches to life events in the community and in Wales.
Outline faiths and beliefs in Wales, considering life events and the community.	Outline faith and beliefs in Wales, considering different cultural views in the community.	Identify the benefits of faith and beliefs in Wales, considering different cultural views in the community.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, present information about their own beliefs and state some areas of influence in their lives, using teacher prompts images or objects as a focus. They can name a festival/ritual or anniversary and give very basic details about what happens. They can give some details of family traditions, for example, we always make a birthday cake. In the interfaith task, learners name two festivals and give a small number of considerations for examples, 'because Muslims do not eat pork'.

Entry 2

Learners can, with some support, create some statements about what they believe in. They present a range of photos, objects or slides or comments in an appropriate format. They have a range of influences on their thinking for example a book, an experience and a family member. They choose a festival/ritual or anniversary and give a number of actions or activities which are traditional, for example, throwing paints at Holi. In the interfaith task, they name three faith festivals and can list a small number of dietary requirements. Learners give at least two cultural considerations linking different faith groups to specific dishes they have suggested.

Entry 3

Learners can, with minimal support, create some statements about their beliefs which touch on a range of subjects and ethical issues. They consider how major influences have had an effect on their thinking. They choose a festival/ritual or anniversary, for example Hannukah and they are able to say what they do, so light the menorah, eat special foods such as latkes and give each other chocolate 'gelt' coins. In the interfaith task, learners can list dietary requirements for each faith they have chosen, linking all three faith groups to different dishes they have suggested. They can identify at least two benefits of interfaith activities.

Level 1

Learners provide an extensive exploration of themselves, their beliefs and how they were formed. They use a range of materials from the influence materials and say how the materials affected their thinking. The learners' explanations show consequential thinking. They focus on a festival/ritual or anniversary and link its origin, how they celebrate and what it means, e.g. the Vaisakhi, linking the festivities to their lives and to the origin of the

festival and meaning for Sikhs. In the interfaith task, learners complete the cultural task taking into account, food, drinks and also pay attention to other cultural practices, e.g. written communication in different languages and music from different traditions. They research four faith groups and their annotated menu takes all four traditions into account. They describe how interfaith events lead to pluralism in the community and in Wales.

Level 2

Learners can explain how their thinking and beliefs have been influenced by a wide range of materials, people and experiences. They can link those materials to explain why they hold certain beliefs. The evidence they produce is well-organised and shows understanding of the task. Learners will choose a festival/ritual or anniversary and then link its origins, how they celebrate it, explaining any symbols or rituals. They will talk about how the rituals link to the festivals, e.g. the fasting and finish of fasting at the end of the Holy month of Ramadan. In the interfaith task, learners will complete the cultural task taking into consideration at least five different faiths. They will explain how the menu selection and other cultural considerations relate to each faith group and their traditions and requirements. Learners will explain how interfaith events are an opportunity to show cultural awareness, pluralism and inclusion in the community and in Wales.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. The learner can attempt tasks with support and respond to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. Accountable for completing tasks as instructed and attempting to explain their understanding.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for less structured activities. They can gather information from given, simple sources. They will complete tasks and identify obvious connections. They can relate certain issues to their own learner journey.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of provided sources. Learners are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present.

- Level 2 learners can work independently and manage their own learning to complete complex tasks with some guidance. They can identify, select, and use information from a variety of sources, including some self-selected sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Religion Values Ethics (RVE)** and **Humanities**:

- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Human societies are complex and diverse, and shaped by human actions and beliefs.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 12: Financial literacy

Purpose and Aim: To develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practices such as budgeting, saving and investing.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe sources of income and spending as well as methods of saving and investment, and sources of financial help.	Explain sources of income and spending, methods of saving and investment, and sources of financial help.
List some basic forms of income and spending and a place to get financial help and guidance.	Outline some basic forms of income and spending as well as a place to save money and to get financial help.	Identify sources of income and spending to include an appropriate saving method and where to get financial help.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, state at least one source of income and at least two things they could spend their money on. Learners will use simple language such as: 'I get birthday money', 'I get money from my dad', 'I spend my money on video games', 'I buy sweets', 'I buy drinks'. Learners can, with support, state one place to get financial help or guidance, for example, from their parents, other responsible adults, or their bank if they have one. Learners will use simple language such as, 'I ask my mum about money'. Learners may need significant support and guidance to complete tasks, and alternative assessment methods, such as circling pictures to identify what they spend their money on, may be suitable. They can state a basic reason why asking for financial help/guidance is important. For example, 'so I don't run out of money'.

Entry 2

Learners can, with some support, provide an outline of at least one source of income and at least two ways they could spend their money (identified as one 'need' and one 'want'). They use simple language to give basic examples, such as: 'I get birthday money', 'I spend my money on video games', 'I buy top-up credit for my phone'. Learners will outline a place to save money. For example, 'I save money in my piggy bank in my room'. They will outline one place to get financial help or guidance when completing a simple role-play, for example, 'my parents helped me open a bank account, and the bank has an app I can look at for advice'. They can outline a reason why asking for financial help/guidance is important. For example, 'I need to ask for help so I understand how to save money when I am older'.

Entry 3

Learners can, with minimal support, identify two sources of income with examples and at least two things they spend their money on (identified as things they 'need' to spend money on and things they 'want' to spend money on). For example, 'I get money for my birthday from my grandma in a card every year – it depends on how much she has. I spend this on going out, but I try to save some birthday money for something special. I am saving at the moment for the latest pair of trainers that I want. I am saving this in a jar at home, and I can count it to check how much I have got. When I have got £90, I will buy the trainers'.

Learners can, with minimal support, identify at least one place to get financial help. The example will be basic, and they may need prompts or guidance, such as: Who could you turn to if you needed help with money? How could they help you? A suitable response could be, 'I would ask my parents because they are experienced at managing money, and I trust them to help me make a good decision'.

Level 1

Learners describe a range of at least two sources of income and can describe different types of spending, giving reasons for why spending may be 'need'- or 'want'-based. Learners can describe at least two appropriate savings methods that are different, giving reasons when each method may be used. Learners should identify one method of investment and provide a basic description of the risk involved. For example, if someone buys a share in a company, the value might go up or down.

Learners can describe at least two sources of financial help/guidance and, following research, when these may be helpful.

Learners can work mostly independently but may require the occasional prompt.

Level 2

Learners can give detailed explanations of at least three sources of income, what they are and where they come from. For example, 'pocket money comes from my parents when I have been good and completed any chores at home. I get £15 a week every week. I also get money as gifts at Christmas and my birthday. This money is in different amounts and from different people. It is not always the same amount each time. Some people need to borrow money for things they want, and this could be a loan from a bank for something like a new car'.

Learners must explain at least two types of spending. For example, 'This month I spent money on a day out with my friend and his parents. We went to Tenby and went to the arcades. We also got food and drinks and went to the beach. I wouldn't need to spend this much money every month. I need to save up for this and holidays. I also spend money on birthday presents. I buy for my mum, my dad, and my sister. I usually buy them a card, a present, and wrapping paper'.

Learners must explain at least two forms of savings and one form of investment. Evidence may come from research, but must be in learners' own words. For example: 'I need to save for a holiday to France next year, so I will put it in a bank account. I can give my parents the money, or they can transfer my allowance every week. The bank is a good place as it's safe, and I won't go and get it out every day to spend. I might get some interest, which means I get extra money after a period of time'. 'Investments are longer term, and I could invest in an ISA, which is a type of investment for longer-term investors'.

Learners can provide at least three sources of financial help or guidance and explain these. Examples may be simple, such as 'parents, teachers, and websites', but information will be explained (with prompts if required) to explain why the sources would be suitable and what help and advice each would be able to give. Learners should also be able to

explain the benefits of receiving basic financial guidance. This may include the difference between regulated advice and informal advice from people such as family or teachers. Learners can work independently, taking responsibility to complete tasks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support to make simple decisions when prompted about what to do with money. Focus will be on supporting learners to follow instructions and complete worksheets to show understanding.
- Entry 2 learners begin to think before they spend and can recognise when they sufficient/insufficient money. They can, with guidance, identify safe people and organisations to ask for financial help and work with others to discuss their own finances. Learners require some support and guidance to complete tasks.
- Entry 3 learners begin to plan independently and can complete tasks with occasional guidance and prompting at times.
- Level 1 learners can work independently on well-defined routine tasks on spending and saving. Learners can take responsibility for completing tasks with limited direction or guidance.
- Level 2 learners can demonstrate autonomy and independence in activities and can take part in role plays and research unaided.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Mathematics and Numeracy**:

- The number system is used to represent and compare relationships between numbers and quantities
- Algebra uses symbol systems to express the structure of mathematical relationships.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 13: Food planning and preparation

Purpose and Aim: To develop learners' knowledge about nutrition and a balanced diet, and the practical skills of preparing food for themselves and others safely, at home or in other settings, taking into account budget and food waste.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Plan and prepare a nutritious balanced two-course meal within a given budget.	Plan, cost, and prepare a nutritious, balanced, and sustainable two-course meal that meets specific dietary needs.
Plan and prepare a simple meal that includes different types of food, by following simple instructions.	Plan and prepare a simple meal, that includes different types of food.	Plan and prepare a basic nutritious meal within a given budget.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise familiar food types and different mealtimes and have a very basic understanding of the cost of ingredients that make up a meal. They will be able to follow basic support cues to be able to help plan a simple meal that includes different types of food and will be able to demonstrate foundational food skills, whilst following basic hygiene and safety procedures.

Entry 2

Learners can, with some support, recognise familiar food types, match different foods to different mealtimes and have a basic understanding of the cost of ingredients that make up a meal. Learners will be able to help make a contribution to the planning of a simple meal that includes different types of food and will be able to demonstrate simple food skills, whilst following basic hygiene and safety procedures.

Entry 3

Learners can, with minimal support, recognise the different food types and will be able to apply most elements of meal planning and can identify how the meals they have planned are balanced, with occasional prompting and guidance. Learners can work with some independence, demonstrating basic food preparation skills when preparing their meal, but will still require guidance and prompting at times. Learners will work to prepare their meal, following hygiene and safety procedures and demonstrating basic food preparation skills.

Level 1

Learners can independently apply the elements of meal planning to plan a balanced nutritious two-course meal that includes different food groups and meets a given budget and can describe why their meal meets specific dietary needs. Learner's planning documents will show a consideration of variety of ingredients and waste reduction. Learners will work independently to prepare their two-course meal, following hygiene and safety procedures and demonstrating organisational skills and the required food preparation skills.

Level 2

Learners can independently apply the elements of meal planning to plan and cost a balanced nutritious two-course meal that meets specific dietary needs and addresses sustainability and food waste issues and can explain why their meal meets specific dietary needs. Learners will work independently whilst preparing their two-course meal and will demonstrate they can prepare and cook a range of ingredients safely and hygienically.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance to help plan and prepare a simple meal. The focus is on participation and following instructions rather than independent action. Learners will be able to express simple feelings about their contribution to the planning and preparation of the meal.
- Entry 2 learners need less support than Entry Level 1 but still depend on direction from others. Focus is still on participation and following instructions rather than independent action; however, learners begin to develop a basic understanding of their contribution to the planning and preparation of the meal.
- Entry 3 learners can demonstrate increasing independence in planning and preparing balanced meals. They can identify how the meals they have planned are balanced.
- Level 1 learners can demonstrate greater independence in planning and preparing balanced meals. They show awareness when planning and preparing their meal and can describe why their meal meets specific dietary needs.
- Level 2 learners can demonstrate independence in planning and preparing balanced meals. They show awareness when planning and preparing their meal.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Developing physical health and well-being has lifelong benefits
- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 14: Healthy lifestyle

Purpose and Aim: To develop learners' knowledge and understanding of what it is to lead a healthy lifestyle for mental and physical wellbeing, taking practical steps to set goals and taking part in different activities to achieve them.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe factors that influence health and wellbeing, produce a clear, realistic plan with steps to improve own lifestyle, and take part in activities to achieve planned goals.	Explain factors affecting health and wellbeing, develop a detailed, measurable plan to improve own lifestyle, and take part in activities to achieve planned goals.
List basic factors that affect health and wellbeing, give steps to improve own lifestyle, and take part in activities to achieve identified steps.	Outline key factors that affect health and wellbeing, appropriate steps and simple goals to improve own lifestyle and take part in activities to achieve identified goals.	Identify factors that affect health and wellbeing, produce a basic plan with actions to improve own lifestyle choices, and take part in activities to achieve planned goals.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, list one or two basic factors that affect health and wellbeing, such as eating healthily, taking regular exercise, eating properly, getting enough sleep and maintaining personal hygiene. Learners can, with support, recognise the extent to which they follow a healthy lifestyle and identify a few steps to improve their mental and physical health and wellbeing. This will be in simple terms, e.g. eat more vegetables, get more sleep etc. Learners will participate in activities to achieve at least one of their identified steps and be able to say or indicate how the activity made them feel better or how it helped them to improve their personal health and wellbeing. Learners will require significant support to complete tasks.

Entry 2

Learners can, with some support, outline two to three key factors that affect mental and physical health and wellbeing, e.g. following a healthy diet, taking regular exercise, getting regular sleep, maintaining personal hygiene and building relationships. Learners can, with some support, identify the extent to which they follow a healthy lifestyle and one or two actions or steps and one or two goals, to improve their mental and physical health and wellbeing. This will be in simple terms, e.g. eat more vegetables, get more sleep etc. and learners will set simple goals to achieve these. Learners will participate in activities to achieve at least one of their identified goals and be able to give one way the activity has helped them to achieve a goal or improve their personal health and wellbeing. Learners will require support to complete tasks.

Entry 3

Learners can, with minimal support, identify two to three factors that affect mental and physical health and wellbeing and will be able to identify healthy lifestyle influences and lifestyle health risks. They will identify the benefits of following a healthy lifestyle and the potential risks of not following a healthy lifestyle. Learners can identify their own healthy lifestyle practices and, with some guidance, create a basic personal plan to improve these, including two specific goals – for example, healthy eating and getting enough sleep – and development activities and timelines to address these, for example, developing a sleep plan and timelines. Learners will participate in activities to achieve at least two of their planned goals and will be able to state one way the activities have helped to improve their health and wellbeing. Learners will require occasional guidance or prompting to complete tasks.

Level 1

Learners can describe a range of at least three factors that affect mental and physical health and wellbeing. Learners can, with some independence but with occasional prompting, use different techniques – for example, lifestyle questionnaires or online technology – to review their own healthy lifestyle practices. They can produce a clear, realistic plan with at least three goals, actions, and timelines to improve their own healthy lifestyle. Learners will take part in one or more activities to achieve at least two of their planned goals. Learners will reflect on the activities undertaken and briefly describe how they have helped to achieve their planned goals to improve their health and wellbeing.

Level 2

Learners can explain a range of three or four factors affecting mental and physical wellbeing. Learners can use a range of techniques to independently assess their own healthy lifestyle practices. They can produce a detailed, measurable and personalised plan, following SMART principles, to improve their own healthy lifestyle choices, showing understanding of how changes can lead to positive outcomes. Learners will participate in activities to achieve at least three of their planned goals. Learners will reflect on the activities undertaken and briefly explain how they have helped to achieve their goals to improve their health and wellbeing. Learners will work independently and take full responsibility when completing tasks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance to help to identify the extent to which they follow a healthy lifestyle and to compile a simple plan to improve their lifestyle choices. They can follow instructions to take part in a simple activity to achieve their goals.
- Entry 2 learners will depend on guidance to help to identify the extent to which they follow a healthy lifestyle and to identify steps and simple goals to improve their health and wellbeing and some reference to how they are going to achieve these. They can follow instructions to take part in a simple activity to achieve their goals.
- Entry 3 learners require less support than Entry Level 2 but still depend on guidance to help to identify the extent to which they follow a healthy lifestyle and to compile a basic personal plan, with steps to improve their health and wellbeing and some reference to how they are going to achieve these. They can follow instructions to participate in simple activities to achieve their planned goals.

- Level 1 learners can review the extent to which they follow a healthy lifestyle and produce a clear, realistic plan with steps to improve their own healthy lifestyle and take part in activities to achieve their goals most independently, but may need occasional prompts.
- Level 2 learners work independently to assess the extent to which they follow a healthy lifestyle. They independently develop a detailed, personalised plan to improve their own healthy lifestyle, showing understanding of how changes can lead to positive outcomes including taking part in activities to achieve their goals. They take responsibility for completing their tasks.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Developing physical health and well-being has lifelong benefits
- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 15: Healthy relationships

Purpose and Aim: To develop learners' knowledge and skills to form positive relationships based upon trust and mutual respect in different contexts and settings, including personal and the wider community, respecting the needs and values of others.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the characteristics of a healthy relationship and demonstrate skills to build positive relationships.	Explain characteristics of a healthy relationship, and adapt skills to build positive relationships to different situations.
List a few characteristics of a healthy, relationship and demonstrate a few simple skills to build positive relationships.	Outline some characteristics of healthy relationships, including respectful behaviours and demonstrate some skills to build positive relationships.	Identify a range of characteristics of healthy relationships and apply a range of skills to build positive relationships.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, list one or two basic characteristics of a healthy relationship, e.g. mutual respect and trust. Learners can, with simple support cues and guidance, demonstrate two or more skills that can be used to build positive relationships, e.g. saying please and thank you, or respecting cultural or personal differences without judgement.

Entry 2

Learners can, with some support, outline at least three characteristics of a healthy relationship. With prompting, they are able to outline at least three respectful behaviours, e.g. making eye contact or using open gestures. They are able to follow simple instructions to demonstrate three or more skills that can be used to build positive relationships.

Entry 3

Learners can, with minimal support, identify a range of at least four characteristics of a healthy relationship and at least four respectful behaviours. They are able to demonstrate four or more skills that can be used to build positive relationships with minimal support and guidance.

Level 1

Learners can describe at least four characteristics of a healthy relationship including consent and boundaries and four respectful behaviours. Learners can, with some independence, though they may require occasional prompting, demonstrate four or more skills that can be used to build positive relationships.

Level 2

Learners can explain at least four characteristics of a healthy relationship, including the role of consent, boundaries, and communication, and at least four respectful behaviours, giving reasons why these characteristics and behaviours help to support a healthy relationship. They can demonstrate and adapt their skills to build positive relationships that can be used in at least four different simulated scenarios, e.g. listening actively and using calm clear communication to express their needs and opinions without being aggressive when presented with a conflict situation. Learners can work independently.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant and consistent guidance to identify positive and negative behaviours and communicate the need for help. They have very limited autonomy and their accountability is focused on responding to direct prompts from a supporting adult.
- Entry 2 learners require less direct guidance than at Entry 1 to identify relationship characteristics. They show some developing autonomy in recognising healthy and unhealthy behaviours and can take initial steps with some guidance to communicate a concern.
- Entry 3 learners demonstrate growing autonomy in recognising relationship dynamics and applying respectful behaviours in familiar contexts. They require less support to identify when help is needed and can with minimal support, articulate the desire to seek support.
- Level 1 learners demonstrate a good degree of autonomy in identifying and discussing relationship dynamics in familiar situations. They proactively seek out and access support when needed, taking personal responsibility for their behaviour and communication in relationships. They may require an occasional prompt to assist them.
- Level 2 learners demonstrate autonomy in navigating relationships, assessing situations, and implementing appropriate communication strategies. They are proactive in identifying emerging issues and adapting their approach accordingly. Their accountability extends to taking personal responsibility for their actions and actively contributing to the well-being of others within a relationship.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Healthy relationships are fundamental to our well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 16: Home management and maintenance

Purpose and Aim: To develop learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the main skills and activities in household routines, safety, and sustainability, and complete practical tasks.	Explain the main skills and activities in household routines, safety, and sustainability, and complete practical tasks competently.
List simple household routines and demonstrate some basic steps in practical tasks.	Outline the main household routines and demonstrate some simple steps in practical tasks.	Identify the main activities in household routines and demonstrate most steps in practical tasks.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list simple household routines. Teachers should look for learners to list or point out one or two simple routines, e.g. using washing-up liquid for plates, or safety actions, e.g. keeping things off the stairs, per room on a floor plan or equivalent. They may, with support, complete only one or two steps of practical tasks such as wiping surfaces, helping to sort laundry, identifying a hazard, locating the correct place for a key, or selecting and fitting the correct fuse to a modern plug. Learners can, with support, recognise two–three common recycling items and place them into the correct bins with supervision. They can separate 'whites' and 'non-whites' in a laundry sort and recognise a very simple laundry instruction from a laundry label, such as 'do not tumble dry'.

Entry 2

Learners can outline the main household routines with some support. They should outline two or three routines, safety actions, or security points, e.g. 'remember to shut the windows when you go out' or 'that wire might trip someone up', for each room on a floor plan or equivalent, often using short phrases supported by teacher prompting. Learners are expected to complete some of the steps involved in selecting and fitting a correct fuse to a modern plug, or in fitting a bulb, and to outline a simple reason for choosing a particular bulb for a room, e.g. 'It needs to be bright in a room where you cook'. Learners may still require the teacher to set up materials or help with next steps. They should sort a small set of four–five items into the correct rubbish or recycling containers and outline the basic reason for their placement, as well as outlining one or two washing cycles based on straightforward features, such as temperature or fabric type.

Entry 3

Learners can, with minimal support and prompting, identify the main skills and activities within household routines. They should identify three or four relevant cleaning routines, safety measures, and security considerations for each room, with at least one comment from each type of routine on a floor plan or equivalent. Their room plans will show brief annotations. Learners should be able to complete the majority of a plug-wiring procedure for an old-style plug (i.e. locating and securing the correct wires) and bulb-fitting independently, requiring guidance only for accuracy or checking, or perhaps a short prompt if they have forgotten a step. They should identify a suitable bulb for the kitchen

and give a simple reason for their choice, e.g. 'It needs to be bright, so I have chosen the one with the highest lumens'. Learners should correctly sort most items into the right recycling or waste bins, including some items that are mixed recycling and need separating, e.g. cardboard sleeves around a plastic container. They can separate clothes into 'whites' and 'non-whites' and also clothes that are dirty or require a higher washing temperature. They can identify some fabric care symbols and state that lower washing machine cycles usually use less energy.

Level 1

Learners are expected to describe the main skills and activities within household routines. They should be able to describe three or four relevant cleaning routines, safety measures, and security considerations for each room, with at least one annotation or comment from each type of routine on a floor plan or equivalent. Comments should be clear and show some understanding of why some rooms require different routines, e.g. 'this room has an outside door, so we need to think about keys and bolts'. Learners are expected to wire an old-style plug correctly, knowing the names of each of the wires and choosing the correct fuse for a heating appliance, such as a kettle. They can fit the correct bulb type, largely independently. Learners can link a written piece of information from the bulb box to its purpose. Learners should sort a full set of mixed waste items into the correct bins. They can describe at least two or three washing cycles, using laundry labels, and linking their choices to fabric care and energy or water efficiency.

Level 2

Learners must explain the main skills and activities within household routines. They should explain how cleaning routines, safety measures, and security actions are important for each room, with detailed annotations on a floor plan or equivalent. Learners should confidently wire an old-style plug, using correct equipment, and demonstrating an understanding of what the wires do. They should understand the role of fuses and be able to apply their knowledge to select and fit the correct fuse for a heating appliance, such as a kettle. Learners can choose a bulb for a kitchen fitting and can use two pieces of information from the bulb box to back up their choice. They can correctly sort all waste items, explaining recycling decisions clearly. Learners can look at the laundry labels on each item of clothing, taking into account the fabric type and the level of soiling, and select a set of appropriate wash cycles, with well-reasoned links to energy reduction, water use, and sustainability as part of their evidence.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners rely on close supervision but can indicate what they have helped with and show a developing knowledge that practical actions contribute to a safe home. They recognise when an adult needs to take over, especially in relation to safety issues.
- Entry 2 learners, with prompting can outline what they did and why safe behaviour or urgent reporting matters. They show growing responsibility in practical situations and recognise when they need help.
- Entry 3 learners can follow a simple routine with limited assistance. They take increasing responsibility for safe and efficient practical tasks.
- Level 1 learners work mostly independently. They can describe and apply management routines around the home taking some responsibility for budgeting, safety, security, and sustainability.
- Level 2 learners work independently and can explain their decision-making process throughout the course. They take responsibility during practical activities and can explain the need for management routines and maintenance around the home.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Science and Technology** and **Humanities**:

- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 17: Looking after others

Purpose and Aim: To develop learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring self-care.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe own needs and the needs of others and independently plan for, and carry out caring tasks that promote positive relationships and wellbeing in a variety of settings.	Explain own needs and the needs of others and independently plan for, and carry out caring tasks that promote positive relationships and wellbeing, adapting to different circumstances and settings.
State own needs and the needs of others and carry out basic caring tasks in familiar situations.	Outline own needs and the needs of others and carry out simple caring tasks in familiar situations.	Identify own needs and the needs of others and carry out caring tasks to promote wellbeing in familiar settings.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, state the four personal needs categories (physical, emotional, social and safety) and can state their own personal needs and how to meet these whilst caring for others in simple terms or by completing a matching activity. Learners can recognise groups of people that may have care needs, e.g. babies, children, teenagers, adults, older people and people with additional needs, and can state, with support, the simple needs of familiar groups, e.g. healthcare needs, personal care and hygiene and social care needs. With support, learners can follow simple instructions to carry out basic tasks that promote hygiene and safety, e.g. selecting and using PPE, maintaining personal hygiene, basic cleaning, and demonstrate simple personal care tasks, e.g. handwashing, brushing hair, assisting with eating and drinking and assisting mobility. Learners will work with familiar tasks in familiar settings.

Entry 2

Learners can, with some support or prompting, give an outline of the four personal needs categories and their own personal needs, and how to meet these whilst caring for others in simple terms or by completing a matching activity/template. Learners can recognise different groups of people who may have care needs and can outline simple care needs for a range of these and how these can be met. With some support, learners can carry out simple tasks that promote hygiene and safety, e.g. selecting and using PPE, maintaining personal hygiene, basic cleaning tasks, and demonstrate simple personal care tasks, e.g. dressing, handwashing, brushing hair, assisting with eating and drinking and assisting mobility in familiar settings. Learners will demonstrate appropriate communication and behaviours, e.g. greeting others, asking simple questions, offering choices, giving reassurance when carrying out caring tasks.

Entry 3

Learners can, with minimal support, state the four personal needs categories and identify their own needs and the needs of a range of others. Learners can identify and carry out caring tasks, helping with dressing, hand-washing and brushing hair, assisting with eating and drinking, and assisting with mobility. Learners will promote hygiene and safety whilst carrying out these tasks. Learners will maintain the dignity and comfort of the individual at all times and demonstrate appropriate communications and behaviours, e.g. start and maintain short conversations, give short instructions, demonstrate patience, recognising

when to adapt behaviour. Learners promote positive relationships and wellbeing in their interactions. Learners may require prompting to complete their tasks. They may require some prompting when engaging in activities.

Level 1

Learners can describe their own needs and the needs of others and how these can be met. Learners will plan to carry out caring tasks that meet the needs of a given individual. Learners will carry out the caring tasks independently, following appropriate hygiene and safety procedures, e.g. wearing correct PPE, maintaining personal hygiene, promoting safe use of equipment, whilst demonstrating positive and respectful communications and behaviours, e.g. choosing appropriate communication methods to suit different needs, actively listen, encourage independence, demonstrate empathy and sensitivity in all interactions and maintaining dignity and choice for the individual.

Level 2

Learners can explain their own needs and the needs of others and how these can be met. Learners will plan to carry out caring tasks that meet the needs of a given individual, showing how this can be adapted to account for changes in circumstances. Learners will carry out the caring tasks independently, following appropriate hygiene and safety procedures whilst demonstrating positive and respectful communications and behaviours, e.g. adapting communications to suit the needs of the individual, provide clear instructions and explanations, adapting behaviours to changing situations, and maintaining dignity and choice for the individual.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance to take part in simple care tasks. The focus is on participation and following instructions rather than independent action.
- Entry 2 learners require less support and guidance than at Entry 1, and can take part in simple caring tasks with some prompting and supervision. Learners will start to take responsibility for hygiene and safety behaviours.
- Entry 3 learners work mostly independently, requiring only occasional support to carry out care tasks safely and hygienically. Learners begin to take responsibility for their own and others' well-being in simple contexts.

- Level 1 learners work independently in a range of situations. They demonstrate responsibility for their own behaviour and caring tasks, and consistently promote others' well-being when supporting them in meeting their care needs.
- Level 2 learners work independently and with others to provide care in familiar and some unfamiliar contexts, adapting to different circumstances and settings, and taking responsibility for hygiene, safety, and respectful behaviour.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.
- Healthy relationships are fundamental to our well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 18: Mental health and wellbeing

Purpose and Aim: To develop learners' understanding of what constitutes good mental health and emotional wellbeing for themselves and others, exploring different wellbeing strategies such as requesting and offering support.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe characteristics of good mental health and emotional wellbeing and create a simple personal mental health and wellbeing plan.	Explain characteristics of good mental health and emotional wellbeing and create a detailed personal mental health and wellbeing plan.
State the characteristics of good mental health and emotional wellbeing, simple steps to protect these, and where to get support.	Outline the characteristics of good mental health and emotional wellbeing, basic steps to protect these, and where to get support.	Identify the characteristics of good mental health and emotional wellbeing, measures to protect these, and where to get support.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise a few different emotions in themselves. They can recognise and state two basic warning signs or triggers that might impact their mental health and wellbeing. They can state two simple steps they can take to protect their own mental health and wellbeing, including where to get support and advice. They will follow basic cues or prompts provided by teachers and will require significant additional support to complete tasks.

Entry 2

Learners can, with some support, outline different emotions in themselves. They can outline three basic warning signs or triggers that might impact their mental health and wellbeing. They can suggest three basic steps they can take to protect their own mental health and wellbeing, including where to get support and advice. Learners will require some additional guidance or prompts from teachers to complete tasks.

Entry 3

Learners can, with minimal support, identify a number of different emotions in themselves and others, and reasons why this might be. They can identify four basic warning signs or triggers that might impact their mental health and wellbeing. They can suggest four potential measures they can take to keep themselves mentally strong and to protect their own mental health and wellbeing, including where to get support and advice. They can identify basic activities that help them to maintain good mental health and emotional wellbeing. Learners will require occasional guidance or prompts to complete tasks.

Level 1

Learners can describe a range of different emotions in themselves and others, and reasons why this might be. They can describe at least five basic warning signs or triggers that might affect their mental health and wellbeing, and the effects they could have. They can suggest five potential measures they can take to keep themselves mentally strong and to protect their own mental health and wellbeing, and to promote self-care, including where to get support and advice. They can create a simple mental health and wellbeing plan containing an assessment of their own mental health, identification of triggers, who is affected, actions, and expected outcomes. They will apply the knowledge learnt to

create the plan. They can describe the steps they currently take to keep themselves mentally strong. They will work mostly independently to complete tasks, but may require occasional prompts.

Level 2

Learners can explain a range of different emotions in themselves and others, and reasons why this might be. They can explain at least five basic warning signs or triggers that might affect their mental health and wellbeing, and the effects they could have. They can suggest five potential measures they can take to keep themselves mentally strong and to protect their own mental health and wellbeing, and to promote self-care, including where to get support and advice. They can create a detailed mental health and wellbeing plan, including a practical-based safety plan. They will apply their knowledge to create the plan, covering different settings. They will be able to explain the steps they currently take to keep themselves mentally strong, and the key factors and steps to consider when developing their mental health plan to negate or overcome issues.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners complete tasks with significant guidance and support. They can make some basic contributions to group discussions about mental health and emotional wellbeing.
- Entry 2 learners require some support, but can work with some independence on set tasks. They will participate actively in group activities related to mental health and emotional wellbeing with guidance and support.
- Entry 3 learners can take some responsibility for completing tasks. They will contribute ideas and solutions in group problem-solving activities with appropriate guidance when needed. Learners will require occasional guidance or prompts to complete tasks.
- Level 1 learners can plan and organise tasks with limited supervision. They will take responsibility for specific tasks and actions, such as leading parts of a group discussion.
- Level 2 learners can take responsibility for tasks and small projects independently. They can make informed decisions independently. Most learners can lead and facilitate group discussions and activities.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.
- How we process and respond to our experiences affects our mental health and emotional well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit Sfl 19: Music, dance, and drama

Purpose and Aim: To develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe and undertake preparation for a role in a music, dance or drama production, demonstrating a range of competent preparation and performance skills and techniques.	Explain and undertake preparation for a role in a music, dance or drama production, demonstrating a range of effective preparation and performance skills and techniques.
Demonstrate a few basic skills in a music, dance or drama performance.	Demonstrate an adequate range of skills in a music, dance or drama performance.	Demonstrate a range of performance skills and techniques in a role in a music, dance or drama performance.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners will work as part of a team and make some relevant contributions to discussions. There should be evidence of cooperation with others. Support and guidance will be necessary to achieve tasks and objectives. Learners will carry out allocated role and tasks and will demonstrate a small range of basic performance, communication and collaboration skills.

Entry 2

Learners will, with some support, engage with others in carrying out tasks that support preparing for the final performance. Learners should show awareness of their role and be able to outline what is expected of them. Learners will engage in their performance or supportive production role, that may have been allocated, showing commitment and focus. Learners should also be able to communicate and work with others appropriately to demonstrate an adequate range, i.e. two or three different appropriate performance skills to a recognisable level. At times support and guidance will be required to complete tasks.

Entry 3

Learners will work with others to help get ready for a final performance, with minimal support. They should show they have some understanding of their role and can identify what they need to do. Roles may be given to them, and they may need some help or a team, demonstrating a range of appropriate performance skills, i.e. three or four skills or techniques to a reasonable level to help complete the project.

Level 1

Learners will work with others to help prepare for a final performance. They should show an understanding of their role and be able to describe what is expected of them. Learners will take part in a performance or production role, showing commitment and focus. They should also be able to communicate and work appropriately with others, demonstrating a range of competent preparation and performance skills to help complete the project, with some prompting if needed.

Level 2

Learners will work collaboratively with others to carry out tasks that support the preparation of a final performance. They should demonstrate a clear understanding of their own role and responsibilities and be able to explain what is expected of them. Roles may be allocated, and learners are expected to work mostly independently. Learners will take part in either a performance or production role, showing focus, commitment, and professionalism. They should also communicate effectively and work appropriately as part of a team demonstrating a range of effective preparation and performance skills, contributing to the overall success of the project.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require close support and guidance to achieve tasks and objectives, but can participate in directed performance.
- Entry 2 learners need structured support and guidance at times to complete tasks, but can work more independently within a guided rehearsal.
- Entry 3 learners can work with some independence, making simple choices about role and skills, but may need some help or guidance to complete tasks.
- Level 1 learners can work independently to complete rehearsal and performance tasks with some prompting if required.
- Level 2 learners work independently, manage their role responsibly, and can use reflection to shape their performance.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.

- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Expressive Arts**:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 20: Online safety

Purpose and Aim: To develop learners' knowledge of online safety and the nature of possible threats that they could encounter while engaging in activity through the internet and the skills to protect themselves and others from harm, including knowing when to ask for support and when to report unsafe activity.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe a range of common online risks and safe practices and assist in identifying and implementing them.	Explain a range of online risks and safe online practices, effectively practicing and adapting them when required.
Use basic safe online practices by following simple support cues.	Outline simple online risks and use safe practices by following simple directions.	Identify basic online risks and apply simple online safety guidelines by following a basic plan.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise familiar elements of online interactions, such as common websites and basic online activities. They will follow simple support cues or prompts provided by teachers or peers during online activities to basic safe online practices and stay safe. They will require additional support to do this.

Entry 2

Learners can, with some support, give an outline of at least three simple online risks and at least three safe practices, such as protecting personal information and using simple privacy settings. They will follow simple directions provided by teachers or peers during online activities. They will participate as directed to practise safe online practices.

Entry 3

Learners can, with minimal support, identify at least four basic online risks and apply at least four simple online safety practices, such as simple password guidelines and introductory concepts of online privacy. They will follow instructions provided by a given basic plan with minimal support when applying safe online practices throughout online activities.

Level 1

Learners can describe a range of common online risks and safe practices, such as recognising phishing attempts and fundamental techniques for protecting personal information. They should be able to describe a number of different types of basic online risks and link the associated safe practices to mitigate against these. They will understand the importance of following structured plans for online safety and will input into these plans either with other peers or with the teacher. Learners can assist in demonstrating safe online practices by applying instructions and guidance from the safety plan showing some degree of independence.

Level 2

Learners can understand, explain and follow a range of online risks and safe online practices, such as recognising advanced online threats, applying privacy settings, and understanding digital footprints. They should be able to explain a number of different types of online risks and link the associated safe practices to mitigate against these.

They will apply their knowledge to create structured online safety plans tailored to the needs and abilities of different online users, considering aspects such as age, online activities, and potential risks to ensure safe and engaging online experiences. They will demonstrate safe online behaviours and practices following the plan independently and make changes to the plan in response to new online situations or risks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant and consistent guidance to identify risks and communicate the need for help. They have very limited autonomy in navigating online issues independently, and their accountability is primarily focused on responding to direct prompts from a supporting adult.
- Entry 2 learners require less direct guidance than at Entry 1 to identify risks and follow safe practices. They show developing autonomy in recognising when to seek help and can take initial steps to communicate an online concern. Their accountability extends to knowing the consequences of not seeking help for online issues and taking some responsibility for applying learned safe practices in simple, familiar contexts.
- Entry 3 learners demonstrate growing autonomy in recognising online risks and applying simple online-safety guidelines in familiar contexts. They require less support to identify when help is needed and can independently articulate a desire to seek support. Their accountability includes taking active steps to protect themselves online using basic measures and understanding their role in reporting concerns to a trusted adult – demonstrating a developing sense of personal responsibility for their online safety.
- Level 1 learners demonstrate a degree of autonomy in identifying common online risks and implementing basic safety practices independently in familiar situations. They seek out and access support when needed, taking personal responsibility for their online safety and the protection of their data. They can apply learned safety practices and understand the implications of online risks in their personal and immediate work environments.
- Level 2 learners demonstrate autonomy in navigating online environments, understanding risks, and practising safe online behaviours effectively. They can identify emerging risks and adapt their strategies accordingly. They take personal responsibility for their online security, actively contribute to the online safety of others, and understand that their online behaviour has legal consequences.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Wellbeing**:

- How we process and respond to our experiences affects our mental health and emotional well-being.
- How we engage with social influences shapes who we are and affects our health and well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 21: Personal safety

Purpose and Aim: To develop learners' understanding of personal safety at home, in the community and the wider world, and to develop and apply practical strategies or positive actions to protect themselves and others.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Create a simple personal safety risk assessment and a basic plan to help keep you safe in some different settings.	Create a detailed personal safety risk assessment and plan, explaining how it ensures your safety across a range of different settings.
State basic reasons why your personal safety might be at risk and some actions you can take to remain safe.	Outline basic reasons why your personal safety might be at risk and suggest actions you can take to remain safe.	Identify reasons why your personal safety might be at risk, and potential actions you can take to reduce the risks.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can recognise, with support, at least three familiar hazards or dangers that might impact their personal safety. Learners will be able to state at least two simple actions they can take to remain safe, e.g. check equipment is not damaged, planning walking routes on busy well-lit streets. They will follow basic cues or prompts provided by teachers or peers. They will require additional support to do this.

Entry 2

Learners can outline, with some support, at least four simple hazards or dangers that might impact their personal safety, a wet floor, a broken chair, poor street, walking home late at night alone. Learners will be able to suggest at least three simple actions they can take to remain safe in a familiar situation. They will require some cues or prompts provided by teachers or peers to complete these tasks.

Entry 3

Learners can identify at least five different reasons why their personal safety might be at risk, including hazards or dangers and the impact these may have on their safety. Learners will be able to identify at least three potential actions they can take to reduce the linked risks. They may require some guidance or prompting to complete the tasks.

Level 1

Learners can create a basic personal risk assessment. They will apply their knowledge to create a simple personal risk assessment covering at least two different settings, e.g. at home, out in the community or online. They will be able to describe potential hazards and the actions they currently take to keep themselves safe in at least two different settings. They will mostly work independently and take responsibility for completion of activities, but may occasionally be prompted if required.

Level 2

Learners can create a detailed personal safety risk assessment. They will apply their knowledge to create three detailed risk assessments covering potential hazards/dangers and mitigating measures in each of three different settings, at home, in the community and online. They will be able to explain the steps they currently take to keep themselves safe in their identified settings. They will work independently and take responsibility for the completion of tasks.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners complete tasks with significant guidance and support. They can contribute to group discussions about basic personal safety.
- Entry 2 learners can work with some independence on set tasks, but will require some support to complete the tasks. They will participate actively in group activities related to personal safety.
- Entry 3 learners begin to take some responsibility for completing tasks. They will contribute ideas and solutions in group problem-solving activities with appropriate guidance when needed. They may require some guidance or prompting to complete the tasks.
- Level 1 learners can plan and organise tasks with little supervision. They will mostly work independently and take a leading role in group discussions and activities, but may occasionally require prompting.
- Level 2 learners can manage tasks and projects independently. They can take risk assessment information and make informed decisions independently. Most learners can lead and facilitate group discussions and activities without support.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being**:

- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 22: Practical gardening

Purpose and Aim: To develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the use of a range of plants and gardening tools and demonstrate a range of gardening activities using gardening tools safely.	Explain the use of a range of plants and gardening tools and demonstrate a wide range of gardening activities, using appropriate gardening tools safely and confidently.
List a few types of gardening tools and plants and safely take part in a few practical gardening activities.	Outline some different types of gardening tools and plants and safely take part in some gardening activities.	Identify the use of a range of plants and gardening tools and safely take part in a range of gardening activities.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, list at least two types of gardening tool and at least two types of plant. Learners can take part in at least two practical gardening activities, following clear, simple instructions and safety cues.

Entry 2

Learners can, with some support, outline at least three types of gardening tool and at least three types of plant with some prompting. They are able to follow simple instructions to safely take part in three or more gardening activities.

Entry 3

Learners can, with minimal support, identify the uses of a range of appropriate gardening tools and plants to carry out at least four different gardening activities. They are able to carry out the gardening activities safely and use appropriate PPE where required. They may require some support, but can carry out the activities with some independence.

Level 1

Learners can describe the uses of at least four different types of gardening tool and plant, and how each is used in gardening activities. They can select and use appropriate gardening tools and plants to safely carry out at least four different gardening activities. Learners can largely independently carry out the gardening activities and achieve the planned outcome.

Level 2

Learners can give reasons why different plants and gardening tools are used for different gardening activities. They are able to independently select and use appropriate plants and gardening tools to carry out at least five different gardening activities safely. They are able to demonstrate and adapt their gardening skills, where required, to achieve the planned outcome.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support. They rely on cues to initiate and complete tasks and to ensure they are taking part safely.
- Entry 2 learners participate in activities as directed with some prompting. They can follow instructions to complete a task but may need checking to ensure the technique is correct or safety is maintained.
- Entry 3 learners can complete simple gardening activities with minimal support. They do require some prompting or guidance at times such as cues for safety.
- Level 1 learners show some independence in being able to carry out gardening activities. They can select the appropriate equipment for a familiar activity and initiate work without waiting for step-by-step prompts, taking responsibility for their own safety and effectiveness.
- Level 2 learners can take part in gardening activities independently. They are able to understand the requirements of different activities and to ensure complex tasks, like specific planting depths or care routines, are carried safely and correctly.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Science and Technology**:

The world around us is full of living things which depend on each other for survival.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 23: Science and technology in everyday life

Purpose and Aim: To develop learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how technology is used to complete everyday tasks – including associated risks and considerations – and use technology to complete personal tasks.	Explain how different technologies support everyday tasks – including how technology influences personal choices and the considerations involved – and use technology to complete personal tasks.
List familiar technologies used in everyday life and participate in a very simple activity using a familiar technology.	Outline simple uses, benefits, and risks of technologies for everyday activities, and use a familiar piece of technology to complete a short task.	Identify common technologies, their practical uses, benefits, and risks for activities in everyday life, and complete a basic personal task using technology.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners are aware of familiar technology and can recognise or list items such as smartphone, tablet, or computer. Their understanding is limited and relies on pictures, symbols, and repetition. They can participate in very simple and structured tasks such as tapping an icon, scrolling a page, or entering a single piece of information. Learners may list simple accessibility features such as larger text, screen brightness controls, volume controls, or the use of symbols and images to support visual understanding. They may recognise, with support, that technology can talk or read aloud. Learners can list ways to keep devices safe, including not sharing passwords and asking a trusted adult for help. Awareness of AI may be limited to noting that some devices can respond when spoken to or give simple answers. They require significant levels of support to complete tasks.

Entry 2

Learners can, with some support, outline simple uses of everyday technology and recognise how they support personal tasks such as entering their name and address on an online delivery form, completing contact details for a library membership, etc. They can identify one simple benefit and one simple risk in familiar contexts and can state what technology helps them to do. They can enter simple details, use search functions with guidance, and navigate a pre-prepared web page using prompts, visuals, and step-by-step instructions. They can choose which button or link to select and show a simple awareness of safe online behaviour. Learners can outline basic accessibility tools such as zoom, larger text, colour contrast settings, or audio support to help with visual impairment. They can outline simple cybersecurity behaviours such as keeping personal information private and recognising trusted websites. They can, with support, outline that some tools use AI to suggest information or answers, and recognise that technology can help but may not always be correct. They will require support and guidance at times to complete tasks.

Entry 3

Learners can, with minimal support, identify different technologies and how they are used for common personal tasks such as searching for information, completing simple online forms, or comparing items online. They can identify at least two benefits and two risks of technology use. They can complete a basic online task with some support if necessary, including multi-step actions such as entering several pieces of information, selecting delivery options, or comparing product details. They will try things before asking for

help if necessary. They can identify simple digital choices that they make. They show an awareness of accuracy, safety, and appropriate online behaviour. Learners can identify how accessibility features such as screen readers, magnification tools, or voice input can support people with visual impairment. They can identify basic cybersecurity risks such as unsafe links, fake messages, or weak passwords. They can identify simple uses of AI, such as predictive text or search suggestions, and understand that AI-generated information should be checked for accuracy. They may require prompts or guidance to support some tasks.

Level 1

Learners can describe at least three different everyday technologies and how they support personal digital tasks such as online shopping, completing a form, communicating, or accessing information. They can describe common digital risks and considerations, including legal issues such as privacy and accuracy of information, ethical issues such as being honest and respectful, and social issues such as online behaviour. They can complete familiar online tasks such as completing an online form, comparing prices, uploading files, and navigating a multi-step process. They demonstrate appropriate digital behaviour and check details and correct mistakes. They can make decisions, solve problems, and behave safely. Learners can describe how adaptive technologies and accessibility features support individuals with visual impairment, including screen readers, text-to-speech, voice commands, and display customisation. They can describe basic cybersecurity practices such as using strong passwords, recognising secure websites, and protecting personal data. Learners can describe common uses of AI in everyday technology, such as recommendations or automated responses, and recognise the need to check reliability and fairness. They may require the occasional prompt.

Level 2

Learners can explain how different technologies support everyday activities – i.e. personal tasks – and can compare the effectiveness of different options. They can explain the legal, ethical, and social issues of everyday digital behaviour – for example, data security, privacy, digital footprints, and cyber risks – as well as respectful online communication. They can also explain the consequences. They can complete multi-step digital tasks, adapt their approach when faced with problems, and troubleshoot issues appropriately. They can explain their choice of technology or decision, explain risks in complex or unfamiliar contexts, and propose safe and responsible responses. They can complete a personal comparison task, such as comparing the prices of two similar products by prices, features, and brands; choosing between delivery or click-and-collect options; and deciding which offers the best value based on price and other features. Learners can also complete personal tasks linked to everyday activities, such as ordering a personal item online; searching for and comparing mobile phone deals; signing up for an online service using a form; finding and choosing a product within a given budget; and using a shopping app to add items to a basket and review choices. Additionally, learners can explain how cyber security measures protect data and devices, including encryption,

secure passwords, two-factor authentication, and recognising cyber threats such as phishing or scams. They can explain how AI is used in everyday systems, including search engines, recommendation tools, and automated decision-making, and discuss associated risks, such as bias, accuracy, and data privacy. Learners can explain the effectiveness of adaptive and assistive technologies for people with visual impairment and how inclusive design improves digital access. They can explain safe, ethical, and responsible responses when using advanced digital and AI-driven technologies.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require continuous support and prompting. They rely on support staff to navigate screens and understand instructions. Learners rely on support staff to apply accessibility settings, manage cyber safety, and guide the safe use of adaptive and AI-supported technologies.
- Entry 2 learners can make simple decisions such as selecting the correct link or button but rely on support staff to check for accuracy and tell them the next steps. They show some safe behaviours but need reminding. Learners rely on support staff to support the use of accessibility settings, manage cyber safety risks and guide the appropriate use of adaptive and AI-supported technologies.
- Entry 3 learners can attempt tasks without immediate support, although may need this at points. They can ask for help when needed. They can check information they enter and understand its relevance. Learners take some responsibility for choosing and using appropriate accessibility features and can follow agreed cyber safety guidance. They can make informed choices when using AI-supported tools and recognise when to seek support to ensure information is accurate, safe and appropriate.
- Level 1 learners can follow digital procedures and describe their choices and respond appropriately to issues such as suspicious content. Learners take responsibility for safe, ethical and responsible use of technology, including cybersecurity and data protection. They can make informed decisions when using AI-supported technologies and can select appropriate adaptive technologies to support their own needs or those of others.
- Level 2 learners show responsibility for accuracy, safety and ethical practice. They describe the implications of their choices and adapt their behaviours accordingly. They manage digital risks and are ready for real-world digital tasks. Learners demonstrate accountability for cybersecurity including responsible use of AI

and protection of personal and others' data. They can explain their technology choices, and the consequences of misuse and adapt behaviour to ensure their safety and inclusivity.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Science and Technology**:

- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 24: Skills in the natural environment

Purpose and Aim: To develop learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the importance of survival skills and sustainability for the natural environment, and plan and participate in a basic survival or sustainable-living activity.	Explain different survival skills and sustainability principles for the natural environment, and independently plan and implement a survival or sustainable-living activity in the natural environment.
List simple survival skills and basic features of the natural environment, and participate in a simple outdoor activity.	Outline basic survival skills and different features of the natural environment, and participate in a simple survival or sustainable-living activity.	Identify different survival skills and their purposes and the features of the natural environment, and participate in a basic survival or sustainable-living activity.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list at least two simple survival skills, e.g. safely foraging or filtering water, and at least two familiar elements of the natural environment, such as trees or water. They can follow simple, structured instructions to engage in an outdoor task with guidance. They will require prompts and physical support.

Entry 2

Learners, with some support, demonstrate a basic understanding of at least three survival skills and of simple aspects of the natural environment, e.g. trees or water, and participate in basic survival or sustainability tasks, such as building a shelter or safely foraging. They begin to show independent responses to outdoor stimuli and can make simple choices, e.g. choosing where to dig. They will require some support to complete tasks.

Entry 3

Learners, with minimal support, can identify at least three survival skills and three features of the natural environment. They show a basic understanding of key survival skills, environmental features, and purposes, e.g. trees give oxygen. They can participate in a basic survival or sustainable living activity, e.g. starting a fire with supervision, building a shelter, planting seeds. They can carry out structured tasks with limited support and demonstrate some personal responsibility, e.g. tidying up after a task.

Level 1

Learners show understanding of survival and/or environmental practices and can describe the importance of survival and sustainability skills for the natural environment, for example, safety, independence, resilience, and being prepared in an emergency. They make informed choices about the outdoor activity and can plan and carry out basic tasks with appropriate safety. They use relevant skills, techniques, and information for survival or sustainability safely and responsibly with growing independence, e.g. filtering water, composting. Learners can describe their actions and understand risks.

Level 2

Learners can explain survival skills and sustainability principles for the natural environment. They demonstrate confident understanding of environmental issues and can apply this to real-world activities. They can independently plan and lead or manage

a sustainable living or survival task, e.g. foraging safely, constructing a shelter, running a sustainability workshop – and adjust it to suit context and need. They select and use relevant skills and procedures and identify, gather, and use relevant information to inform actions. Learners show awareness of broader sustainability goals. They can take responsibility for completing tasks and procedures.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners can show awareness of basic safety, e.g. staying within a group and require significant guidance, prompts and support.
- Entry 2 learners can, with appropriate guidance, actively participate and begin to take some responsibility for the outcomes of a simple activity and demonstrate basic safety and care in an outdoor setting.
- Entry 3 learners can actively participate in the activity and, with appropriate guidance, take responsibility for the outcomes of the activity. They will require limited support such as occasional prompting or guidance to complete tasks.
- Level 1 learners can take responsibility for completing tasks and procedures subject to direction or guidance as needed. They can use different techniques for survival or sustainability, e.g. filtering water, composting.
- Level 2 learners can take responsibility for completing tasks and procedures and exercise autonomy and judgement subject to overall direction or guidance.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Our natural world is diverse and dynamic, influenced by processes and human actions.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 25: Sustainability in action

Purpose and Aim: To develop learners' knowledge and understanding of an aspect of living sustainably, exploring it from the local, national and international context, and providing opportunities to develop sustainability skills and play an active part in helping to make a positive change.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the principles of sustainability with reference to local and national examples, and plan and participate in a sustainability activity.	Explain the principles of sustainability in local, national and international contexts and plan and participate in a sustainability activity.
List familiar examples of sustainability practices and participate in a simple sustainability activity.	Outline and give examples of sustainability practices in everyday life and participate in a simple sustainability activity.	Identify everyday sustainability practices and their purpose, and contribute to planning and participating in a simple sustainability activity.		

Unit content

This can be found in the T Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, recognise and list two or three familiar sustainability practices in their environment. They follow simple instructions and will need regular support to participate in a simple sustainability activity and make basic contributions.

Entry 2

Learners can, with some support, outline at least three basic sustainability practices, e.g. waste, energy use, and their consequences. They can follow instructions when contributing to planning and participating in a sustainability activity with some independence.

Entry 3

Learners can, with minimal support, identify a range of at least four everyday sustainability practices providing some detail on how these are achieved and show understanding of their purpose. They contribute some ideas to planning a sustainability activity and can participating in it with guidance. They may require prompts and guidance at times.

Level 1

Learners describe the principles of sustainability, identifying and providing information on the three pillars and appropriate legislation, demonstrating knowledge and understanding when using a range of local and national examples. They select and use relevant skills and information and make some decisions when taking responsibility for planning parts of an activity, with occasional guidance.

Level 2

Learners explain, by demonstrating a confident understanding of the principles of sustainability across a range of local, national and international contexts. They plan and participate in a sustainability activity independently, selecting and using relevant skills and information, and making decisions. They take full responsibility for completing tasks and procedures within the activity, adapting them where necessary.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant guidance and supervision when participating in an activity.
- Entry 2 learners require some guidance but can begin to take responsibility for completing a simple part of a group activity.
- Entry 3 learners can actively participate in the activity with appropriate guidance and take responsibility for the outcomes of small tasks within an activity.
- Level 1 learners take responsibility for completing tasks and procedures within planning and participation in a sustainability activity, subject to occasional direction or guidance as needed.
- Level 2 learners take full responsibility for completing tasks and procedures during the planning and participation in a sustainability activity, and they exercise autonomy and judgement, subject to overall direction or guidance.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters'

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 26: Teamwork

Purpose and Aim: To develop learners' skills to work in a group collaboratively, taking different roles and respecting the views and contribution of others.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe the purpose of teamwork, team roles, and a range of teamworking skills and benefits, and demonstrate a range of relevant teamworking skills in a team activity.	Explain the purpose of teamwork, team roles, and a range of teamworking skills and benefits, and demonstrate a wide range of effective teamworking skills in a team activity.
List a few teamworking skills and demonstrate basic participation in a team activity.	Outline some teamworking skills and benefits of teamwork, and demonstrate a few simple teamworking skills in a team activity.	Identify the purpose of teamwork and some teamworking skills and benefits, and demonstrate a small range of teamworking skills in a team activity.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, list at least two key skills needed for effective teamwork and demonstrate basic listening and speaking skills in simple team activities. Learners will require significant guidance and support, focusing on participation and following instructions rather than independent action or effective use of teamwork skills. At the end of the team activity, learners should state what went well and what did not go well.

Entry 2

Learners can, with some support, recognise at least three key skills needed for effective teamwork. They can also outline at least two benefits of working in a team and be able to demonstrate listening and speaking skills and simple, appropriate behaviours needed for effective teamwork with some support and guidance. At the end of the team activity, learners should state what went well and what did not go well, and consider any areas for improvement.

Entry 3

Learners can, with minimal support, identify the purpose of teamwork. They will be able to identify some skills and behaviours needed for teamwork, and at least three benefits of working in a team. Learners are able to demonstrate a small range of three or four basic, appropriate teamwork skills and behaviours when participating in teamwork activities, with minimal support. Learners may seek appropriate guidance where needed, but will attempt to work unaided. At the end of the team activity, learners should identify what went well and what did not go well, as well as provide general areas for improvement.

Level 1

Learners can describe the benefits of teamwork, team roles and responsibilities, as well as skills and behaviours for effective teamwork. Learners are able to select and demonstrate a range of relevant skills and behaviours when participating in teamwork activities with limited direction and guidance. The skills demonstrated will depend on the type of team, activity, and the role of the learners. They will participate in a team activity, carrying out at least one specific role. At the end of the team activity, learners should be able to accurately describe their performance and the activity's outcomes.

Level 2

Learners will explain the benefits of teamwork, team roles and responsibilities, as well as skills and behaviours for effective teamwork. Learners will participate in a team activity and use a variety of effective teamwork skills and behaviours when carrying out at least one specific role. The skills demonstrated will depend on the type of team, activity, and the role of the learners; however, learners can be expected to take on a leadership role in at least one part of an activity, or a full activity. Learners demonstrate autonomy and independence in teamwork activities. At the end of the team activities, learners should be able to give a detailed explanation of their performance and the activities' outcomes.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require support but less than Entry Level 1. Guidance and direction are still required but learners can take responsibility for their actions in the teamwork activities.
- Entry 2 learners require support but less than Entry Level 1. Guidance and direction are still required but learners can take responsibility for their actions in the teamwork activities.
- Entry 3 learners may take appropriate guidance during teamwork activities and can complete structured tasks with some independence.
- Level 1 learners can work independently on well-defined routine teamwork activities. Learners can take responsibility for completing team tasks with limited direction and guidance.
- Level 2 learners can demonstrate autonomy and independence in teamwork activities. They can take on their assigned role and take on a leadership role taking full responsibility for their communication and completing team tasks. Teamwork activities may be more complex.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and well-being**:

- Healthy relationships are fundamental to our well-being.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 27: Understanding self and others

Purpose and Aim: To develop learners' emotional intelligence and interpersonal skills, to be self-aware, understand their identity, recognise differences and similarities with others, and foster healthy relationships and social interactions.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe a range of factors that affect how we see ourselves and others and apply a range of skills to develop self-awareness and build positive connections with different people.	Explain a range of factors that affect how we see ourselves and others and apply a wide range of skills to develop self-awareness and build positive connections with a range of different people.
State factors that affect how we see ourselves and others, and demonstrate simple ways to develop self-awareness and build positive connections with another person.	Outline the factors that affect how we see ourselves and others and apply basic skills to develop self-awareness and build positive connections with others.	Identify a range of factors that affect how we see ourselves and others and demonstrate ways to develop self-awareness and build positive connections with others.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, state at least two of the factors that affect how we see ourselves and others. Learners can demonstrate simple recall of ways to develop self-awareness. With support, learners can demonstrate a few simple ways to develop their self-awareness and build a positive connection with one other person, for example a family member, peer, teacher, or other support staff member.

Entry 2

Learners can outline, with some support, at least three factors that affect how we see ourselves and others, and better understand ourselves and others, e.g. personal development (past experiences) or social factors (life events). Learners can apply basic skills, such as asking questions to develop their self-awareness and to build positive connections with at least two other people, such as family members, peers, teachers, family members or other support staff.

Entry 3

Learners can, with minimal support, identify a range of three or four factors that affect how we see ourselves and others, and how we better understand ourselves and others, e.g. personal, social, or physical factors. They can accurately identify different ways to develop their self-awareness. Learners can demonstrate at least two different ways to develop self-awareness and build positive connections with others. They may require some prompting or guidance to complete these tasks.

Level 1

Learners can describe a range of four or five factors that affect how we see ourselves and others, and how we better understand ourselves, e.g. personal, social, physical, or psychological factors and others, e.g. communication, belief, or emotional factors. They can accurately describe at least three different ways to develop their self-awareness. Learners can apply a range of at least three skills to develop their self-awareness and build positive connections with different people, such as family members, peers, teachers, family members or other support staff.

Level 2

Learners can explain a range of at least six different factors that affect how we see and better understand ourselves and how we see and understand others. They can accurately explain and apply a range of (at least five) different ways to develop their self-awareness and build positive connections with a range of different people in different contexts, such as at home school or in their local community.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. They are accountable for attempting tasks with support and responding to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They are accountable for completing tasks as instructed and for attempting to describe their understanding.
- Entry 3 learners can complete familiar, structured tasks with some independence, but they may need prompting for new aspects. They can gather information from given, simple sources. They will complete tasks and identify obvious connections.
- Level 1 learners can work independently on straightforward, defined tasks. They can select and use relevant information from a limited range of sources provided. They are accountable for organising their findings, presenting them clearly, and ensuring the accuracy of the information they present.
- Level 2 learners can work independently and manage their own learning to complete complex tasks with some guidance. They can identify, select, and use information from a variety of sources, including self-selected sources.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.

- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities**:

- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 28: Values for life

Purpose and Aim: To develop learners' skills in identifying their personal values, and those of society, and how they serve as a moral compass in a changing world.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe how personal values and those of society can act as a moral compass in a changing world.	Explain how personal values and those of society can act as a moral compass in a changing world.
List some personal values and values in society.	Outline how some personal values are formed and how values benefit society.	Identify how personal values are formed and how values in society have benefits and costs.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, list at least two personal values and two values found in society, supported by visual prompts, value cards, structured templates or other scaffolded materials, e.g. 'I am kind' and 'People value honesty'. They recognise, with considerable support, which of their actions in society, e.g. in everyday interactions, show these values, such as offering help, taking turns or being honest. They refer to simple examples about why these values matter. Throughout the assessment task they require substantial guidance and a structured framework to remain engaged and complete the activities. Acceptable evidence may include a supported moral-compass sheet, a simple mind map using images, short, prompted sentences or short audio recordings.

Entry 2

Learners can, with some support, outline at least three personal values and three more drawn from the community or society. They can outline at least two ways these values were formed, which may include family, school experiences, or cultural traditions. With some support and sentence starters, learners provide short examples of how their values help them, e.g. during voluntary activities in the community centre: 'I am friendly, and that helps people who are lonely.' They also link one benefit for society to one value, e.g. 'Honesty makes people behave better, so they don't steal.' Learners still require prompts and a guided structure to attempt the tasks successfully. Suitable evidence may take the form of short written statements, simple diagrams, partially supported explanations, or a guided moral-compass template.

Entry 3

Learners can, with minimal support, identify at least four personal values and four more that have come from a range of settings, including the community, society, or the wider Welsh heritage. With guidance and occasional prompting to remain on task, they give examples showing how their values were formed, drawing on influences such as upbringing, community, culture, and media. Learners identify at least two benefits and two costs associated with values in society, e.g. fairer decision-making versus the financial cost of that decision. They demonstrate a developing ability to link their ideas to a modern-world challenge task, though they may still require redirection and structured prompts. Evidence may include a guided paragraph, a supported moral-compass diagram, a short reflective statement, or simple written explanations that connect values to the chosen challenge.

Level 1

Learners can describe, with some independence, how their personal values developed and how they influence their behaviour, e.g. as volunteers within the community centre. They might say or write something like, 'I am hard-working and tidy because these are values I have developed through my upbringing and experience. This will help me work well with other volunteers in the community centre and be organised in my activities.' Their descriptions show clear links between their own values and the values of the community and wider Welsh heritage. They describe how personal and societal values form a moral compass that guides decision-making, especially when responding to modern challenges such as sustainability, digital ethics, mental health, or equality and inclusion. They will use a range of values around the compass diagram and relate them to the modern-day challenge, e.g. 'I am empathetic; I know what it feels like to be left out. This is why being inclusive is so important.' Learners provide everyday examples that illustrate their understanding and describe at least two benefits and two costs of applying a moral compass to decisions in society. Evidence may include structured written paragraphs, short reflective pieces, annotated examples from the volunteering context, or an independently produced presentation.

Level 2

Learners explain clearly what values for life are and why they are important personally and in society, e.g. in the community centre context and the modern-day challenges task. They explain their own values and their origins, showing how these contribute to the development of a moral compass guiding their decisions. Learners make explicit and context-rich links, e.g. to the activities, people, and responsibilities within the community centre, and to wider Welsh heritage. They explain how individuals use ethical guidelines when making value-based decisions and explain at least three benefits and three costs of applying a moral compass to their chosen modern-world challenge, e.g. how moral compasses support society by promoting ethical behaviour, community wellbeing, and responsible decision-making. They will also explain the difficulties of applying values, giving context and examples from their modern-day challenge scenario, e.g. the financial costs, the possibility of conflict, the time and responsibility, and the possible isolation of holding particular values. Evidence may include extended written explanations, a detailed moral-compass analysis, or multimedia presentations demonstrating consideration of modern-day challenges.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require direct supervision and significant support to complete tasks. They can follow simple, explicit instructions. Accountable for attempting tasks with support and responding to direct questions.
- Entry 2 learners require guidance and support, but can complete simple, structured tasks. They can follow a short sequence of instructions. They are accountable for completing tasks as instructed and attempting to explain their understanding.
- Entry 3 learners can complete familiar, structured tasks with some independence, but may need prompting for new aspects. They can gather information from given, simple sources. They will complete tasks and identify obvious connections.
- Level 1 learners can work mostly independently on straightforward, defined tasks. They can select and use relevant information from a limited range of sources provided. They are accountable for organising their findings and presenting them clearly, and for the accuracy of the information they present. They may require occasional prompts to complete tasks.
- Level 2 learners work independently, selecting and explaining information confidently and providing well-reasoned interpretations.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

This unit supports progress in the Curriculum for Wales framework guidance for Religion Values Ethics (RVE). In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Humanities** and **Health and Well-being**:

- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Human societies are complex and diverse, and shaped by human actions and beliefs
- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 29: Leading a sport activity session

Purpose and Aim: To develop learner's knowledge and skills to plan and deliver sports/activity sessions to others; gaining transferable skills such as verbal and non-verbal communication, planning and organisation, motivating others, and adaptation to meet participants needs.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe and apply straightforward leadership skills to assist in planning and leading a sports activity session safely, following simple session plans.	Explain key leadership skills and apply them when planning and leading a sports activity session and adapt own leadership skills to different situations.
List basic sports equipment for an activity session and carry out simple tasks to assist in leading a sports activity session.	State sports equipment needed for an activity session and carry out tasks to assist in leading a sports activity session.	Outline and apply simple leadership skills and practices for assisting in planning and leading a sports activity session following a basic plan.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

Learners can, with support, assist in the setup and delivery of a sport/activity session by listing and retrieving basic sports equipment, and by following clear support cues to carry out simple tasks. They require close supervision and guidance throughout the delivery and will recognise the equipment they used and the tasks they completed at the end of the session in simple sentences.

Entry 2

Learners can, with some support, assist in a sports/activity session by stating basic sports equipment and following simple instructions to carry out tasks that assist in leading the session. They participate in familiar activities with some support and will identify the equipment they named and the tasks they completed at the end of the session in simple terms.

Entry 3

Learners can participate in assisting the planning of a sport/activity session, with minimal support, by identifying equipment required and types of activities that can be included in the session. They can assist in leading a sport/activity session(s) by following a simple plan and will follow basic guidance from the session plan showing some degree of independence. They will demonstrate a few leadership skills, e.g. organisation, time management, communication, enthusiasm, and a few practices for assisting in leading a sports activity, e.g. identifying and setting up necessary resources, supporting with the delivery of session components, e.g. leading a stretching exercise or drill. At the end of the session learners will identify basic strengths and areas for improvement with guidance.

Level 1

Learners can recall and comprehend basic principles of sports/activity sessions, such as simple techniques, and rules. They will contribute to the creation of a session plan such as writing a part of a session plan for a progressive drill with timing, activities and resources. They can assist in leading a session by applying straightforward leadership skills such as giving the group instructions and demonstrations on how to carry out a progressive drill and then organising the participants to take part in that activity ensuring it is safe and appropriate for the participants, demonstrating an understanding of basic

planning components. They will assist in the delivery of the session by following the plan with guidance from a leader. After the session, learners will describe the effectiveness of the activity and their contribution.

Level 2

Learners can recall and comprehend fundamental principles of sports/activity sessions, such as safety guidelines, basic techniques, and rules. They will apply their knowledge to create structured session plans tailored to the needs and abilities of participants considering aspects such as age, skill level and physical capabilities to ensure the session is appropriate and engaging. They will deliver a safe and effective session following the plan independently and make changes to their leadership skills, e.g. their communication in response to participant need. After the session learners will provide a reflection on the effectiveness of the activity, reflecting on what went well and identifying their own strengths and areas for future development.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and guidance throughout the session. The focus is on participation and following instructions rather than on independent action.
- Entry 2 learners follow simple directions and participate as directed, showing a basic level of responsibility within the given structure.
- Entry 3 learners can follow a plan with minimal support and occasional prompting, demonstrating a developing ability to work more independently.
- Level 1 learners show some degree of independence and can take on a more active role in assisting with the session, contributing to the planning process.
- Level 2 learners demonstrate a high level of autonomy by independently planning, delivering, and adapting their leadership skills – e.g. communication. They take full responsibility for the session's effectiveness and their own professional development.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Health and Well-being and Languages, Literacy and Communication**:

- Developing physical health and well-being has lifelong benefits
- Expressing ourselves through languages is key to communication.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

Unit SfL 30: Preparing for an outdoor expedition

Purpose and Aim: To develop learners' learners skills in planning and preparing for an outdoor expedition, focusing on safety, navigation, teamwork and environmental awareness.

Assessment criteria

In order to successfully complete this unit, learners must demonstrate that they fulfil assessment criteria at the designated level. The assessment criteria clearly define the standards required for learners to achieve a passing grade in the unit.

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Describe expedition equipment and take part in a range of expedition planning and practical activities using equipment safely and effectively.	Explain expedition equipment and participate in practical expedition activities.
List basic expedition equipment, identify outdoor features and take part safely in basic practical expedition activities.	Outline expedition equipment and practical activities and demonstrate some of them with guidance.	Identify expedition equipment and take part in some safe practical expedition activities following a simple plan.		

Unit content

This can be found in the Teaching and Learning Support document for this unit and sets out the required teaching content of the unit. Content is compulsory except when 'e.g.' is given.

Essential information for assessment decisions

For this unit there are no mandatory evidence requirements and centres can select the type of evidence, as long as it enables the learner to meet the Assessment criteria.

Entry 1

At Entry Level 1, learners can, with support, recognise and list at least three basic items of expedition equipment, such as a map, compass, waterproof jacket; and basic outdoor features such as a path or a hill. Learners can follow simple instructions or cues to perform basic practical expedition tasks in a safe manner. Learners can point to or identify these key items and basic features and complete very simple tasks, e.g. pointing to a map feature or using basic equipment correctly, under direct supervision. Learners will require significant support and guidance to complete tasks ensuring that safety is always prioritised during activities and they remain closely supervised throughout any practical expedition activities.

Entry 2

Learners can, with some support, outline at least four items of expedition equipment, such as a compass, first aid kit and waterproof jacket. Learners can demonstrate their ability to follow basic instructions to practice expedition skills like packing a rucksack from a list or recognising key map symbols. Learners can identify and know the purpose of each item. They can also follow safety rules and make simple decisions, such as recognising hazards, e.g. slippery ground, uneven terrain, or knowing the need for protective clothing. Learners will require prompting but can perform some tasks independently with guidance, e.g. practising skills always under teacher supervision to ensure safety and appropriate support during the expedition activities.

Entry 3

Learners can, with minimal support, identify at least five items of expedition equipment including the function of each item, such as understanding that a compass is used for navigation or a first aid kit is for treating minor injuries. Learners can follow a simple expedition plan with minimal support, carry out straightforward tasks like following a marked path. Learners can apply their knowledge with minimal assistance and show basic competence in using equipment safely. All activities are undertaken under teacher supervision, with learners monitored to ensure safe practice and appropriate decision-making during the expedition activities.

Level 1

Learners can describe a range of items of expedition equipment, including essential items such as a compass, map, first aid kit, appropriate clothing, and tools for campcraft like tents and cooking equipment. Learners can describe the function of each item in relation to specific expedition tasks. Learners can contribute to creating a basic expedition plan, identifying which items are necessary for specific tasks or conditions, e.g. waterproof clothing for rain, sunscreen for sun protection. They can demonstrate safe and competent expedition skills, like setting up a tent or using a map and compass to navigate, but may need an occasional prompt. Learners should work independently to a degree, demonstrating some leadership and problem-solving skills, such as suggesting alternatives if certain items are unavailable. However, all activities are supervised by a teacher to ensure safety, provide guidance, and oversee the correct use of equipment during the expedition.

Level 2

Learners can explain the purpose of expedition items, covering a wide range of essential equipment, including advanced items such as a first aid kit, stove, tent, waterproof and windproof clothing, cooking utensils, food and communication devices. Learners demonstrate a clear understanding of the function of each item and how they contribute to the overall success of the expedition. Learners can prepare a basic expedition plan and identify the necessary equipment for the expedition. They should show safe and effective practical expedition skills and problem-solving skills by independently addressing challenges, such as unexpected weather, and applying their knowledge to select the right equipment or alter their plans. Learners can explain the rationale behind their decisions and how each contributes to the safety and effectiveness of the expedition. They can demonstrate some leadership, organisational and decision making skills. All planning and practical activities are carried out under teacher supervision, ensuring that learners' independent decision-making is supported and monitored to maintain safety standards throughout the expedition.

Assessment arrangements

- An approximate duration for the assessment of this unit is given in the AAB document.
- The assessment of this unit should be completed over a number of sessions.

Levels of supervision and support before and during assessment

Learners should work as independently as possible while following instructions where required. Learner support requirements are listed below:

- Entry 1 learners require significant support and close guidance to complete tasks. They will need step-by-step assistance to follow instructions correctly.
- Entry 2 learners participate in activities as directed, with some prompting. They can complete tasks with assistance but may need reminders to stay on track.
- Entry 3 learners can complete tasks with minimal support, such as following a route plan or practising safe navigation techniques, and they can begin to apply these skills with growing independence. They do require some prompting or guidance at times.
- Level 1 learners can contribute to group planning and decision-making, identifying potential problems and suggesting solutions. They can perform tasks with guidance but may take on some independent responsibility.
- Level 2 learners can take responsibility for problem-solving on an expedition and address common issues, for example, adjusting the route or dealing with blisters. They show leadership by making decisions and ensuring the safety and success of the group.

Requirements relating to permitted/prohibited resources

- No resources are explicitly prohibited for the assessment of this unit, and the centre can decide the resource requirements; however, please see the Artificial Intelligence (AI) statement below.
- A list of suggested sources of information and resources is provided in the Authorised Assignment Brief. The centre can decide any specific resource requirements.
- If AI is used, the final submission must be in the learner's own words and reflect their own effort. If learners use AI tools, they must acknowledge them clearly.
- Learners must certify that the evidence submitted for this unit is their own and that they have clearly referenced any sources and any artificial intelligence used.
- A learner will have committed malpractice if they use AI tools without acknowledging them.

Learner Profiles

Each unit has a set of learner profiles. You will find these in the Teaching and Learning Support document. The learner profiles should be used when initially assessing learner levels as they describe learner ability at each level. You can use these to benchmark learners against each level and to support progression across these levels.

Learner profiles do not form part of the assessment criteria or *Essential information for assessment decisions*, and therefore only the assessment criteria and the guidance in the *Essential information for assessment decisions* should be used when identifying requirements for assessments and when making assessment grading decisions.

Statements of 'what matters' mapping

In this unit learners will be able to demonstrate the mandatory 'What matters' statements relating to **Science and Technology** and **Health and Well-being**:

- The world around us is full of living things which depend on each other for survival
- Developing physical health and well-being has lifelong benefits
- Our decision-making impacts on the quality of our lives and the lives of others.

Mapping of experiences that align with the Curriculum for Wales Cross-cutting themes

Experiences that align with the Curriculum for Wales Cross-cutting themes have been mapped and can be found in *Annexe E* of this specification document.

6 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across the whole qualification.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Qualifications Wales requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- achieve sufficient Guided Learning Hours at Pass; see table below

Qualification size	Requirements for Skills for Work units
Award (60 GLH)	To achieve an award, a learner must pass units totalling 60 GLH, of which a minimum of 40 GLH must be at or above the level of the qualification.
Certificate (120 GLH)	To achieve a certificate, a learner must pass units totalling 120 GLH, of which a minimum of 80 GLH must be at or above the level of the qualification.
Diploma (240 GLH)	To achieve a diploma, a learner must pass units totalling at least 240 GLH, of which a minimum of 160 GLH must be at or above the level of the qualification.

It is the responsibility of a centre to ensure that the correct unit combination is adhered to. Learners who do not achieve sufficient GLH for a Certificate or a Diploma may be eligible to achieve a smaller-sized qualification in the same suite provided they have met the requirement for guided learning at Pass.

Calculation of the qualification level

The qualification grade is an aggregation of a learner's unit-level performance. The Skills for Life suite comprises Entry Level 1 to Level 2 qualifications, which are awarded according to the GLH conditions and requirements shown in the tables below.

Entry 1–Level 2 Award (60 GLH)

Qualification size/level	Minimum required Guided Learning Hours at each level
Entry 1 Award	A minimum of 60 GLH at Entry 1
Entry 2 Award	A minimum of 60 GLH, of which a minimum of 40 GLH must be at Entry 2 or above
Entry 3 Award	A minimum of 60 GLH, of which a minimum of 40 GLH must be at Entry 3 or above
Level 1 Award	A minimum of 60 GLH, of which a minimum of 40 GLH must be at Level 1 or above
Level 2 Award	Minimum of 60 GLH, of which a minimum of 40 GLH must be at Level 2

Entry 1–Level 2 Certificate (120 GLH)

Qualification size/level	Minimum required Guided Learning Hours at each level
Entry 1 Certificate	A minimum of 120 GLH at Entry 1
Entry 2 Certificate	A minimum of 120 GLH, of which a minimum of 80 GLH must be at Entry 2 or above
Entry 3 Certificate	A minimum of 120 GLH, of which a minimum of 80 GLH must be at Entry 3 or above
Level 1 Certificate	A minimum of 120 GLH, of which a minimum of 80 GLH must be at Level 1 or above
Level 2 Certificate	Minimum of 120 GLH, of which a minimum of 80 GLH must be at Level 2

Entry 1–Level 2 Diploma (240 GLH)

Qualification size/level	Minimum required Guided Learning Hours at each level
Entry 1 Diploma	A minimum of 240 GLH at Entry 1
Entry 2 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Entry 2 or above
Entry 3 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Entry 3 or above
Level 1 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Level 1 or above
Level 2 Diploma	A minimum of 240 GLH, of which a minimum of 160 GLH must be at Level 2

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification level for your learners when the unit grades are submitted and the qualification claim is made.

Learners will be awarded on achieving the required number of guided learning hours according to the GLH conditions and requirements shown in the tables above.

Examples of level calculations based on the table applicable to registrations for first teaching from September 2027

Example 1: Achievement of an Entry Level 2 Award (60 GLH)

Units	GLH	Level
Unit SfL 2	20	Entry 2
Unit SfL 9	10	Entry 1
Unit SfL 14	20	Entry 2
Unit SfL 15	10	Entry 1
Totals	60	

The learner has achieved sufficient GLH (60) to achieve an award at Entry Level 2 (minimum 40 GLH).

Example 2: Achievement of a Level 2 Award (60 GLH)

Units	GLH	Level
Unit SfL 1	20	Level 1
Unit SfL 12	10	Level 2
Unit SfL 20	10	Level 2
Unit SfL 26	20	Level 2
Totals	60	

The learner has achieved sufficient GLH (60) to achieve an award at Level 2 (minimum 40 GLH).

Example 3: Achievement of a Level 1 Award (60 GLH)

Units	GLH	Level
Unit SfL 5	10	Level 1
Unit SfL 8	10	Entry 2
Unit SfL 15	10	Entry 3
Unit SfL 23	10	Level 1
Unit SfL 30	20	Level 1
Totals	60	

The learner has achieved sufficient GLH (60) to achieve an award at Level 1 (minimum 40 GLH).

Example 4: Achievement of an Entry Level 3 Certificate (120 GLH)

Units	GLH	Level
Unit SfL 4	20	Entry 3
Unit SfL 10	20	Entry 3
Unit SfL 13	20	Entry 3
Unit SfL 19	20	Entry 2
Unit SfL 22	20	Level 1
Unit SfL 27	10	Entry 3
Unit SfL 28	10	Entry 2
Totals	120	

The learner has achieved sufficient GLH (120) to achieve a certificate at Entry Level 3 (minimum 80 GLH).

Example 5: Achievement of a Level 2 Certificate (120 GLH)

Units	GLH	Level
Unit SfL 3	20	Level 2
Unit SfL 9	10	Level 1
Unit SfL 11	20	Level 2
Unit SfL 17	20	Level 2
Unit SfL 21	20	Level 1
Unit SfL 27	10	Level 2
Unit SfL 29	20	Level 2
Totals	120	

The learner has achieved sufficient GLH (120) to achieve a certificate at Level 2 (minimum 80 GLH).

Example 6: Achievement of an Entry Level 1 Certificate (120 GLH)

Units	GLH	Level
Unit SfL 5	10	Entry 1
Unit SfL 6	20	Entry 1
Unit SfL 10	20	Entry 1
Unit SfL 15	10	Entry 2
Unit SfL 18	20	Entry 1
Unit SfL 22	20	Entry 2
Unit SfL 24	20	Entry 2
Totals	120	

The learner has achieved sufficient GLH to achieve a certificate (120) at Entry Level 1, but not enough for a higher level (minimum 80 GLH at E2 or above).

Example 7: Achievement of an Entry Level 2 Diploma (240 GLH)

Units	GLH	Level
Unit SfL 1	20	Entry 2
Unit SfL 2	20	Entry 3
Unit SfL 4	20	Entry 2
Unit SfL 7	10	Entry 1
Unit SfL 10	20	Entry 2
Unit SfL 13	20	Entry 2
Unit SfL 15	10	Entry 2
Unit SfL 17	20	Entry 2
Unit SfL 21	20	Entry 2
Unit SfL 24	20	Entry 2
Unit SfL 25	10	Entry 1
Unit SfL 26	20	Entry 1
Unit SfL 28	10	Entry 2
Unit SfL 29	20	Entry 2
Totals	240	

The learner has achieved sufficient GLH (240) to achieve a diploma at Entry Level 2 (minimum 160 GLH).

Example 8: Achievement of an Entry Level 1 Diploma (240 GLH)

Units	GLH	Level
Unit SfL 1	20	Entry 1
Unit SfL 3	20	Entry 1
Unit SfL 5	10	Entry 2
Unit SfL 11	20	Entry 1
Unit SfL 13	20	Entry 2
Unit SfL 14	20	Entry 2
Unit SfL 15	10	Entry 2
Unit SfL 20	10	Entry 1
Unit SfL 22	20	Entry 1
Unit SfL 24	20	Entry 1
Unit SfL 26	20	Entry 2
Unit SfL 27	10	Entry 2
Unit SfL 29	20	Entry 1
Unit SfL 30	20	Entry 1
Totals	240	

The learner has achieved sufficient GLH (240) to achieve a diploma at Entry Level 1, but not enough for a higher level (minimum 160 GLH at E2 or above).

Example 9: Achievement of an Entry Level 3 Diploma (240 GLH)

Units	GLH	Level
Unit SfL 1	20	Entry 3
Unit SfL 3	20	Entry 3
Unit SfL 5	10	Entry 3
Unit SfL 7	10	Entry 3
Unit SfL 8	10	Entry 3
Unit SfL 9	10	Entry 3
Unit SfL 16	20	Entry 2
Unit SfL 17	20	Entry 2
Unit SfL 18	20	Entry 3
Unit SfL 19	20	Entry 3
Unit SfL 20	10	Entry 3
Unit SfL 23	10	Entry 3
Unit SfL 24	20	Entry 3
Unit SfL 26	20	Entry 3
Unit SfL 30	20	Level 1
Totals	240	

The learner has achieved sufficient GLH (240) to achieve a diploma at Entry Level 3 (minimum 160 GLH).

7 Glossary

Part A – General terminology used in the specification

Term	Definition
Level	Units and qualifications have levels assigned to them. The levels assigned is informed by the CQFW level descriptors defined by Qualifications Wales, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve teachers and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to pass the unit.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Glossary of terms used for internally assessed units

Term	Definition
Apply/use	Learners implement a method, technique, process or approach in an activity.
Assess	Learners give careful consideration to all the factors or events that apply, identify which are the most important or relevant, and make a judgement on the importance of the factors.
Basic	Learners provide examples or evidence that is that are simple in style and provide only the most necessary features.
Compare	Learners identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Compile	Learners can collect and present information or evidence in sequence or in a logical order.
Confident	Learners' work demonstrates well developed and secure application of skills or processes that are significantly beyond a basic level.
Create/Produce	Learners generate an idea/outcome that meets specific criteria.
Demonstrate	Learners carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear account in their own words, including all the relevant information, e.g. qualities, characteristics or events, etc. Description shows recall and in some cases application.
Detailed	Learners provide additional facts or information beyond a simple response.
Explain	Learners provide details and give reasons and/or evidence to support an opinion, view or argument. OR Learners provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Interpret	Learners can state the meaning, purpose or qualities of something through the use of images, words or other expressions.

Term	Definition
List	Learners provide information as an item-by-item record of names or things.
Outline	Learners provide a summary, overview or brief description.
Partial/Some	To an extent, but not completely. Learners do not include all of the requirements.
Participate	Learners demonstrate skills through practical activities, in line with certain requirements.
Perform	Learners demonstrate a range of skills required to complete a given activity.
Realistic	Learners demonstrate insight into the logistics and manageability of proposals, plans, objectives, or ideas and show consideration of the potential to achieve the outcomes.
Recall	Learners can show accurate memory of previously imparted information or prior events to inform their work, performance or practice.
Recognise	Learners can identify or provide evidence that they have the knowledge to act on the demands of an assignment or given situation.
Refine	Learners make considered improvements to outcomes.
Review	Learners consider evidence in order to make judgements about the qualities.
Select	Learners choose the best or most suitable option, whether of materials, techniques, equipment, or processes.
Simple	Learners provide examples or evidence that are not complicated, are easy to understand, and do not go beyond the basic requirements.
Specific	Learners provide examples or evidence that refers to a particular fixed context, problem or subject.
State	Express information in clear and precise terms.
Understand	Learners demonstrate insight into a subject or the ability to interpret it.

Annexe A: CQFW Level Descriptors

Entry Level			Level 1	Level 2
Entry 1	Entry 2	Entry 3	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance	Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance
Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge, or understanding that relate to the immediate environment	Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance	Achievement at Entry 3 reflects the ability to make use of skills, structured tasks, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed		

CQFW Level Descriptor in Detail:

Entry Level 1:

Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge, or understanding that relate to the immediate environment.

Entry Level 2:

Summary: Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

Knowledge and understanding: Use knowledge or understanding to carry out simple, familiar activities. Know the steps needed to complete simple activities.

Application and action: Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.

Autonomy and accountability: With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities.

Entry Level 3:

Summary: Achievement at Entry 3 reflects the ability to make use of skills, structured tasks, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.

Knowledge and understanding: Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.

Application and action: Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.

Autonomy and accountability: With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.

Level 1:

Summary: Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

Knowledge and understanding: Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work.

Application and action: Complete well defined, routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.

Autonomy and accountability: Take responsibility for completing tasks and procedures. Exercise autonomy and judgement subject to overall direction or guidance.

Level 2:

Summary: Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

Knowledge and understanding: Use understanding of facts, procedures and ideas to complete well- defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.

Application and action: Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

Autonomy and accountability: Take responsibility for completing tasks and procedures. Exercise autonomy and judgement subject to overall direction or guidance.

Annexe B: Units mapped against Curriculum for Wales Cross-curricular skills frameworks

SfL Units mapping against Curriculum for Wales Cross-curricular skills frameworks

Unit Title	Numeracy Links	Literacy Links	Digital Links
SfL 1: Arts and Crafts	✓	✓	
SfL 2: Basic First Aid		✓	✓
SfL 3: British Sign Language	✓	✓	✓
SfL 4: Community Participation		✓	✓
SfL 5: Democracy in action		✓	✓
SfL 6: Digital film and media	✓	✓	✓
SfL 7: Equality, Diversity, and Inclusion		✓	✓
SfL 8: Ethical choices		✓	✓
SfL 9: Everyday law		✓	✓
SfL 10: Exercise for all	✓	✓	✓
SfL 11: Faith and Belief in the Community	✓	✓	✓
SfL 12: Financial literacy	✓	✓	✓
SfL 13: Food Planning & Preparation	✓	✓	✓

Unit Title	Numeracy Links	Literacy Links	Digital Links
SfL 14: Healthy lifestyle	✓	✓	✓
SfL 15: Healthy relationships	✓		
SfL 16: Home management and maintenance	✓	✓	
SfL 17: Looking After Others	✓	✓	✓
SfL 18: Mental health and wellbeing		✓	✓
SfL 19: Music, Dance, and Drama	✓	✓	✓
SfL 20: Online Safety		✓	✓
SfL 21: Personal Safety	✓	✓	✓
SfL 22: Practical gardening	✓	✓	✓
SfL 23: Science and technology in everyday life	✓	✓	✓
SfL 24: Skills in the natural environment	✓	✓	
SfL 25: Sustainability in Action	✓	✓	✓
SfL 26: Teamwork	✓	✓	✓
SfL 27: Understanding Self and Others		✓	✓
SfL 28: Values for life	✓	✓	✓

Unit Title	Numeracy Links	Literacy Links	Digital Links
SfL 29: Leading a Sport Activity Session	✓	✓	✓
SfL 30: Preparation for an Outdoor Expedition	✓	✓	✓

Annexe C: Evidence for Units mapped against Curriculum for Wales Cross-curricular skills frameworks

Evidence for SfL Units mapping against Curriculum for Wales Cross curricular skills framework

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 1: Arts and Crafts	Techniques for producing art and craft, portfolio building, planning and creating a final piece.	Scaling, proportions, area	Annotating work, research, planning notes	Digital cameras, possible digital portfolio
SfL 2: Basic First Aid	First aid principles, treating minor injuries, CPR, AED use, recovery position.	No direct link	Describe, explain, follow instructions, write incident reports.	Use AED prompts, access online CPR guidelines.
SfL 3: British Sign Language	Foundational BSL skills, everyday communication, Deaf awareness, fingerspelling, vocabulary, grammar.	Numbers, time, dates, money	Grammar, sentence structure, expressive/ receptive communication	Online BSL dictionaries, apps, video clips
SfL 4: Community Participation	Understanding community roles, volunteering, planning and participating in community activities.	No direct link	Research, planning, communication, posters/leaflets	ICT for research and digital materials

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 5: Democracy in action	Democracy in Wales; political rights and responsibilities; researching sources; discussion/debate; informed decisions.	No direct link	Research, discussion/ debate, create posters/ presentations/podcasts; evaluate sources and bias	Device for research; use of official websites/ social media; fact-checking tools; understanding algorithms
SfL 6: Digital film and media	Plan/storyboard; film and edit a short film about local community; use camera/audio/editing software; process logs.	Time-management (explicit), otherwise no direct link	Storylines/storyboards/ shot lists; process logs; research and apply media conventions; reflection	Core use of cameras/ devices and editing software; filming, editing, exporting; online research of Welsh media
SfL 7: Equality, Diversity, and Inclusion	Exploring EDI principles, planning and participating in inclusion activities.	No direct link	Describe, explain, reflect, written/oral responses	ICT for research, presentations, recording
SfL 8: Ethical choices	Ethical dilemmas across settings; decision-making frameworks/processes; personal and social responsibility.	No direct link	Explain/describe dilemmas; discuss/debate; apply and communicate decision-making steps; research case studies	Device for research; online resources/ case studies (recommended)
SfL 9: Everyday law	Human rights; rights/ responsibilities; rule of law; types of law; equality vs equity; decision-making.	No direct link	Research laws/rights; explain impacts; structured decision-making; discussions/presentations	Device/internet for research; use of legislation resources; possible digital presentations

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 10: Exercise for all	Types of exercise; physical and mental benefits; planning personalised exercise schedules; participation and review.	Frequency and duration of exercise; simple data collection (e.g. mood ratings, activity logs, heart/breathing rate)	Describe benefits; reflect on feelings; create and explain exercise schedules	Use online resources/ videos; possible digital tracking/logs
SfL 11: Faith and Belief in the Community	Exploring faiths and beliefs, shared values, cultural contributions, interfaith harmony.	Timelines, population data	Research, describe, explain, debate, present	ICT for research, posters, presentations
SfL 12: Financial literacy	Income and spending; budgeting; saving and investing; financial responsibility; where to get help.	Addition/subtraction; budgeting calculations; savings plans; comparing costs and interest rates	Explain choices; needs vs wants; read case studies; create plans; role-play	Device for research; online finance resources; digital payment examples; calculator use
SfL 13: Food Planning & Preparation	Planning and preparing nutritious meals, budgeting, food safety, hygiene, sustainability.	Budgeting, portion sizes, weighing/ measuring	Reading recipes, writing plans, interpreting labels	Online recipes, costing via supermarket sites
SfL 14: Healthy lifestyle	Questionnaires/diaries; interpreting health guidance; plan and reflection; using health technology/apps and trackers.	Direct link: completing questionnaires/diaries and reflective accounts; producing plans/ presentations/reports (Level 1-2)	Direct link: interpreting questionnaire scores and comparing them to guidelines (e.g. RDI/NHS targets) at higher levels	Direct link: using health technology (pedometers, apps, wearables) to record/interpret data; using online quizzes

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 15: Healthy relationships	Communication skills, active listening, scenario discussion/role-play; creating posters/infographics; action plans and support network identification.	Direct link: structured discussion, role-play scripts, posters/infographics and written action plans	No direct link (no explicit numerical work)	No direct link (no explicit digital tools/tech tasks)
SfL 16: Home management and maintenance	Household planning tasks; budgeting sheets; stain-removal practical includes fair-test discussion; appliance/safety instructions; emergency action cards.	Direct link: reading/interpreting labels (laundry symbols), recipes/meal cards, instructions; producing maps, checklists, emergency cards	Direct link: budgeting sheets (surplus/deficit), costs, fuel comparisons; measuring/portion-size estimations	No direct link (mentions online sources but no explicit digital tasks required)
SfL 17: Looking After Others	Understanding care needs, hygiene, infection control, assisting with eating, dressing, and mobility.	Measuring temperatures, timing routines	Communication, writing care plans, following instructions	Online care guidelines, digital records
SfL 18: Mental health and wellbeing	Emotions; warning signs; protective factors; create and review wellbeing plans; accessing support.	No direct link	Reflection; describing emotions and signs; writing wellbeing plans; discussion	Use of online support resources and wellbeing information
SfL 19: Music, Dance, and Drama	Performance preparation, rehearsal, teamwork, researching Welsh performing arts.	Timing, counting beats, rhythm patterns	Reading scripts, writing rehearsal notes, reflective logs	Audio/visual tools, online research

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 20: Online Safety	Understanding online risks, protective measures, reporting unsafe activity, managing digital footprint.	No direct link	Reading guidelines, writing reflections, reporting incidents	Privacy settings, passwords, secure websites, reporting tools
SfL 21: Personal safety	Personal safety at home/in community/online; hazards, risk assessment, safety plan.	Risk rating/prioritising actions (risk assessment)	Write safety plans; record hazards; emergency contact lists	Digital/online safety guidance; privacy; phishing awareness
SfL 22: Practical gardening	Gardening tools/plants; soil preparation; planting and maintenance; sustainable gardening.	Planting depth and spacing; measuring quantities (soil/compost); timing schedules (watering)	Follow instructions; annotate diagrams; describe processes and safety	Online gardening resources for research
SfL 23: Science and technology in everyday life	Using everyday technologies for personal tasks (online forms, shopping, simple finance); benefits/risks; cybersecurity; AI and accessibility.	Entering information accurately; comparing prices/features; no explicit calculation focus	Understanding and explaining benefits/risks; safe/legal/ethical choices; problem-solving steps	Core digital skills: navigating websites/apps, completing forms, cybersecurity, evaluating AI outputs and accessibility tools
SfL 24: Skills in the natural environment	Survival skills and sustainability; features of natural environment; plan and participate in outdoor activities with environmental responsibility.	Map scales (1:25,000/1:50,000), planning resources/time for activities (where used)	Plans/notes/logbooks; describing features and purposes; reflection on environmental impact	Optional GPS; online resources for survival/sustainability research; photo/video evidence

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 25: Sustainability in Action	Principles of sustainability, local/national/global contexts, planning and participating in sustainability activities.	Measuring resources, estimating quantities	Research tasks, writing plans, creating posters	ICT for research, digital posters, recording outcomes
SfL 26: Teamwork	Team purpose, roles and responsibilities; skills/behaviours; contribute to a team task; review performance.	Timekeeping/deadlines; basic resource/finance roles (where used)	Communication, active listening, written/audio reviews; creating posters/notes; reflection	Device/internet for research; video evidence/recording; digital communication contexts (e.g. remote teamwork)
SfL 27: Understanding Self and Others	Emotional intelligence, self-awareness, factors affecting identity, building positive relationships.	No direct link	Reflective writing, creating info packs, role-play discussions	Digital tools for research/presentations
SfL 28: Values for life	Personal and societal values; moral compass; applying values to dilemmas and modern challenges; reflection and discussion.	Interpreting simple infographic graphs/ visuals (where used)	Reflective moral compass; discussions/debates; written/presentation evidence linking values to scenarios	Research and use of online resources; locating and presenting online visuals/ infographics
SfL 29: Leading a Sport Activity Session	Planning and delivering sport/activity sessions, safety and risk assessment, adapting activities, communication and leadership skills.	Timing activities, counting repetitions, measuring distances	Writing session plans, reviewing performance, giving feedback	Video recording for review, digital planning tools

Unit Title	Unit Content	Numeracy Links	Literacy Links	Digital Links
SfL 30: Preparation for an Outdoor Expedition	Planning and preparing for expeditions, navigation, teamwork, environmental awareness, safety procedures.	Map reading, grid references, scale, estimating travel time	Writing kit lists, route cards, safety plans, reflective reviews	GPS devices, digital maps, online research

Annexe D: Units mapped against Curriculum for Wales Cross-cutting themes

SfL Units mapping against Curriculum of Wales Cross-cutting themes

Unit Title	RSE	Human Rights	Diversity	Careers & Work-related Experiences	Local, National & International Contexts
SfL 1: Arts and crafts			✓	✓	✓
SfL 2: Basic first aid		✓		✓	✓
SfL 3: British Sign Language (BSL)		✓	✓	✓	✓
SfL 4: Community participation		✓	✓	✓	✓
SfL 5: Democracy in action		✓	✓		✓
SfL 6: Digital film and media			✓		✓
SfL 7: Equality, diversity, and inclusion		✓	✓	✓	✓
SfL 8: Ethical choices			✓	✓	✓
SfL 9: Everyday law	✓	✓	✓		✓
SfL 10: Exercise for all					
SfL 11: Faith and belief in the community		✓	✓		✓

Unit Title	RSE	Human Rights	Diversity	Careers & Work-related Experiences	Local, National & International Contexts
SfL 12: Financial literacy				✓	
SfL 13: Food planning & preparation			✓	✓	✓
SfL 14: Healthy lifestyle			✓		✓
SfL 15: Healthy relationships	✓		✓		
SfL 16: Home management and maintenance					
SfL 17: Looking after others		✓	✓	✓	✓
SfL 18: Mental health and wellbeing	✓		✓		✓
SfL 19: Music, dance, and drama			✓	✓	✓
SfL 20: Online safety			✓	✓	✓
SfL 21: Personal safety		✓	✓	✓	✓
SfL 22: Practical gardening					✓
SfL 23: Science and technology in everyday life		✓	✓		
SfL 24: Skills in the natural environment					

Unit Title	RSE	Human Rights	Diversity	Careers & Work-related Experiences	Local, National & International Contexts
SfL 25: Sustainability in action			✓	✓	✓
SfL 26: Teamwork			✓		
SfL 27: Understanding self and others		✓	✓	✓	
SfL 28: Values for life			✓		✓
SfL 29: Leading a sport activity session			✓	✓	
SfL 30: Preparation for an outdoor expedition			✓	✓	✓

Annexe E: Evidence for Units mapped against Curriculum for Wales Cross-cutting themes

Evidence for SfL Units mapping against Curriculum for Wales Cross-cutting themes

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 1: Arts and crafts	Techniques for producing art and craft; research Welsh art/design; create 2D/3D pieces	No direct link	No direct link	Explores identity, culture, and heritage through Welsh art; encourages respect for cultural diversity	Skills development in creativity could support future creative careers	Explicit focus on Welsh artists, traditions, and community art; mentions Eisteddfod and galleries
SfL 2: Basic first aid	Practical first aid skills; emergency response; CPR; AED use	No direct link	Indirect – right to life and safety through emergency care		Strong link to health, social care, and emergency services careers	Welsh context via Resuscitation Council UK guidelines

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 3: British Sign Language (BSL)	Develop BSL skills; Deaf awareness; inclusion; barriers and allyship; cultural norms	No direct link	Discusses inclusion, overcoming barriers, and rights for Deaf people; mentions BSL Act 2022	Promotes understanding of Deaf culture and inclusive communication	Communication skills relevant to roles in education, health, and social care	References Welsh lexicon, BSL recognition in UK and Wales; explores cultural expressions
SfL 4: Community participation	Importance of community participation; active citizenship; plan and take part in community activity	No direct link	Emphasises active citizenship, social responsibility, and participation for community betterment	Encourages respect for others, teamwork, and inclusion in community activities	Planning and teamwork skills transferable to work settings; mentions roles like teachers, social workers	Focus on local community groups, services, and facilities; includes online participation and digital citizenship

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 5: Democracy in action	Democracy, elections, political rights/responsibilities, democratic processes in Wales (Senedd/ local councils), fact-checking/mis-information, participation (petitions, contacting MPs/MSs)	No direct link	Direct link: explicit rights in democracy (freedom of speech, equal treatment, right to vote/ protest) and responsibilities	Direct link: tolerance of different faiths/beliefs/ culture; misinformation/ disinformation awareness supports respectful participation	No direct link	Direct link: Welsh democratic structures (Senedd Cymru, devolved powers, local councils) and UK-level governance
SfL 18: Mental health and wellbeing	Mental health principles, early warning signs, protective factors, personal wellbeing plan and safety plan; explicit boundaries and consent in key teaching areas; Welsh support services (MEIC, Mind Cymru, school wellbeing support)	Direct link: boundaries and consent included as key teaching area	No direct link	Direct link: respect for diverse experiences and use of diverse, balanced resources	No direct link	Direct link: explicit local/regional/ national support in Wales (MEIC, Mind Cymru, school support)

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 19: Music, dance, and drama	Developing performance skills; exploring Welsh performing arts; preparing and presenting a performance	No direct link	No direct link	Strong cultural diversity focus through Welsh traditions and inclusive creative expression	Skills in teamwork, rehearsal discipline, and creative industries relevant to performing arts careers	Explicit Welsh context (Eisteddfod, National Theatre Wales, cultural heritage)
SfL 20: Online safety	Understanding online risks; applying protective measures; promoting safe digital behaviour	No direct link	Indirect link through safeguarding and rights to privacy and protection online	Promotes respect and inclusion in digital spaces; addresses cyberbullying and responsible behaviour	Digital skills relevant to modern workplaces; understanding organisational IT policies	References UK Online Safety Act and Welsh safeguarding context
SfL 21: Personal safety	Safety at home, in the community, and online; risk assessment; digital safety	Indirect – covers consent and boundaries in safety context	Right to safety and protection	Indirect – respect for boundaries and inclusion	Skills transferable to workplace safety and safeguarding roles	Welsh online safety resources and community safety initiatives

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 22: Practical gardening	Planting/growing/ caring; tool and site safety; sustainable gardening (water conservation, biodiversity, composting); native Welsh plant examples	No direct link	No direct link	No direct link	No direct link	Direct link: Welsh examples (native Welsh plants) and Welsh organisations/ resources
SfL 23: Science and technology in everyday life	Everyday technology for tasks (forms, shopping, finance), risks/benefits, cybersecurity, privacy/consent/ data protection, AI accuracy/bias, inclusion via assistive tech for visual impairment, EDI barriers (older people, access poverty)	No direct link	Direct link: privacy/consent/ data protection; safe/legal/ ethical use; cybersecurity	Direct link: EDI section (older people, lack of access, visual impairment) and inclusive design	No direct link	No direct link

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 24: Skills in the natural environment	Survival skills + sustainability; outdoor safety; activities like litter picking, bug hotels, composting; links small actions to sustainability goals; teamwork mentioned; Countryside Code referenced	No direct link	No direct link	No direct link	No direct link	No direct link
SfL 25: Sustainability in action	Principles of sustainability; planning and participating in sustainability activities	No direct link	Indirect link via Well-being of Future Generations Act and environmental rights	Promotes social equity and community responsibility	Skills in planning, teamwork, and environmental initiatives relevant to green careers	Strong focus on local, national, and global sustainability issues; references UN SDGs

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 26: Teamwork	Team roles/skills, communication, inclusivity/ diversity in teams, conflict resolution; workplace and community event examples; includes statement that healthy relationships are fundamental to wellbeing	No direct link	No direct link	Direct link: explicit diversity and inclusivity in teamwork skills and guidance	No direct link	No direct link
SfL 27: Understanding self and others	Developing self-awareness; understanding identity; building positive relationships	No direct link	Promotes respect and equality in relationships; addresses bias and stereotypes	Strong focus on valuing differences, empathy, and inclusion	Skills in communication and interpersonal relationships relevant to workplace and social contexts	Indirect – references social and cultural influences but not explicitly local/national/global contexts

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 28: Values for life	Personal and societal values; moral compass; Welsh values (prosperity, resilience, health, equality, cohesive communities, Welsh language, global responsibility); Well-being of Future Generations Act; international/shared values and global challenges	No direct link	No direct link	Direct link: EDI listed as modern-day challenge; scenarios include culture-based teasing; equality listed as core Welsh value	No direct link	Direct link: Welsh values and policy framework + international/global responsibility and challenges
SfL 29: Leading a sport activity session	Planning and delivering sport sessions; safety and inclusion; adapting for participant needs	No direct link	No direct link	Emphasises inclusion, adapting activities for diverse needs, promoting respect and fair play	Strong link to careers in sport, fitness, and leadership roles	Indirect – Welsh context could be added through local sports initiatives

Unit Title	Unit Content	RSE Links	Human Rights Links	Diversity Links	Careers & Work-related Experiences Links	Local, National & International Context Links
SfL 30: Preparation for an outdoor expedition	Planning and preparing for expeditions; teamwork; environmental awareness	No direct link	Indirect link via safety and wellbeing responsibilities	Promotes teamwork and respect for others; inclusion in group activities	Strong link to careers in outdoor education, adventure tourism, and environmental roles	Explicit – references Countryside Code, Leave No Trace, Welsh environmental legislation

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