

# Personal Development and Mutual Understanding (PDMU)/ Learning for Life and Work (LLW) Progression Framework



The Northern Ireland Curriculum sets out the statutory requirements to be taught across the 12 years of compulsory education here (ages 4 to 16). At all key stages, the curriculum has the same aim and objectives. It also emphasises developing the skills and capabilities that pupils will need for lifelong learning and for operating in society.

<b>Aim</b>	To empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.
<b>Objectives</b>	To develop learners as individuals and as contributors to society, the economy and the environment.
<b>Whole-curriculum skills and capabilities</b>	Communication, Using Mathematics, Using ICT, and Thinking Skills and Personal Capabilities.

## PDMU/LLW in the Curriculum

PDMU is a statutory Area of Learning in the primary curriculum until the end of Key Stage 2 (age 4–11) and LLW is compulsory in post-primary until the end of Key Stage 4 (age 11–16).

<b>Ages 4 to 11:</b> Foundation Stage, Key Stage 1 and Key Stage 2	In primary, <b>PDMU</b> is set out in two strands: <b>Personal Understanding and Health</b> , and <b>Mutual Understanding in the Local and Wider Community</b> . It focuses on emotional development, health and safety, relationships and the development of moral thinking, values and action.
<b>Ages 11 to 14:</b> Key Stage 3	In Key Stage 3, <b>LLW</b> includes <b>Employability, Local and Global Citizenship, Personal Development</b> and <b>Home Economics</b> . It builds on learning and experiences from home and from Personal Development and Mutual Understanding in primary school to highlight the relevance and application of curriculum learning to modern day life and future employment.
<b>Ages 14 to 16:</b> Key Stage 4	<b>LLW</b> is compulsory at Key Stage 4 and schools must offer access to at least one course that leads to a qualification in this Area of Learning.

At post-16, young people can choose from a range of CCEA qualifications relating to LLW.



Personal Development



Home Economics



Employability



Local and Global Citizenship

## About this Resource

This resource is for all those interested in PDMU and LLW education in Northern Ireland, it:

- reiterates the key minimum requirements for PDMU and LLW in the **Northern Ireland Curriculum**;
- shows **examples of progression** from pre-school to age 16; and
- highlights **CCEA qualifications** that recognise and reward learning in PDMU and LLW.

## Personal Development and Mutual Understanding/ Learning for Life and Work

Personal Development and Mutual Understanding (primary) and Learning for Life and Work (post-primary) both recognise the need for learners to be ready to use their learning in real-life situations. They provide a continuous focus, from age 4–16 years, on encouraging learners to become personally, emotionally and socially effective young people who are well prepared for modern day life, future employment and the needs of the environment.

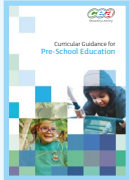

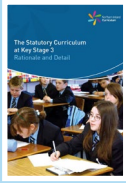




PDMU provides the opportunity for learning to focus specifically on emotional development, health and safety, relationships and the development of moral thinking and values.

LLW helps learners explore the local and global economy, career management, enterprise and entrepreneurship, and to consider issues such as diversity and inclusion, human rights and social responsibility, equality and social justice, democracy and participation. In addition, LLW seeks to develop learner self-awareness, personal health and relationships, to encourage healthy eating and prepare them for independent living and home and family life.

PDMU and LLW may also have implications beyond the curriculum for the school ethos and pastoral care system.



## Personal Development and Mutual Understanding and Learning for Life and Work in the Northern Ireland Curriculum

Personal, Social and Emotional Development	Personal Development and Mutual Understanding		Learning for Life and Work		
<p><b>Pre-School Age 3–4</b></p> <p>This Area of Learning is about children’s emotional well-being, understanding of who they are, and respect for others and their environment. It is also about forming and sustaining relationships, beginning to understand emotions, learning how to self-regulate and developing positive dispositions to learn.</p> <p>Children should develop their understanding through Fostering Personal, Social and Emotional Development, Routines, Play Experiences, Stories, Rhymes, Music, Pictures and Drama, The Environment, and Health, Hygiene and Safety.</p> <p><i>More about Personal, Social and Emotional Development in the Curricular Guidance for Pre-School Education (see pages 19–22).</i></p>  <p>* All settings that receive funding from the Department of Education as part of this programme should follow the curricular guidance.</p>	<p><b>Foundation Stage Age 4–6</b></p> <p>Teachers should enable children to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> <li>• Personal Understanding and Health</li> <li>• Mutual Understanding in the Local and Wider Community.</li> </ul> <p><i>More about the requirements for Personal Development and Mutual Understanding in the Northern Ireland Curriculum (NIC) Primary (see pages 40–42).</i></p>	<p><b>Key Stage 1 Age 6–8</b></p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> <li>• Personal Understanding and Health</li> <li>• Mutual Understanding in the Local and Wider Community.</li> </ul> <p><i>More about the requirements for Personal Development and Mutual Understanding NIC Primary (see pages 94 and 95).</i></p> 	<p><b>Key Stage 2 Age 8–11</b></p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> <li>• Personal Understanding and Health</li> <li>• Mutual Understanding in the Local and Wider Community.</li> </ul> <p><i>More about the requirements for Personal Development and Mutual Understanding NIC Primary (see pages 96 and 97).</i></p>	<p><b>Key Stage 3 Age 11–14</b></p> <p>Pupils should have opportunities to develop knowledge, understanding and skills as:</p> <ul style="list-style-type: none"> <li>• individuals;</li> <li>• contributors to society; and</li> <li>• contributors to the economy and the environment.</li> </ul> <p>Pupils should demonstrate skills and application of knowledge and understanding of Employability, Local and Global Citizenship, Personal Development and Home Economics.</p> <p><i>More about the requirements for Learning for Life and Work in The Statutory Curriculum at Key Stage 3 (KS3) (see pages 44–47).</i></p> 	<p><b>Key Stage 4 Age 14–16</b></p> <p><i>Learning for Life and Work is a compulsory Area of Learning at Key Stage 4.</i></p> <p><i>Home Economics is not part of Learning for Life and Work at Key Stage 4, so it is not compulsory. However, schools can offer Home Economics as an optional course.</i></p> <p><i>Schools must offer access to at least one course that leads to a qualification in this Area of Learning.</i></p> <p><i>More about Learning for Life and Work at Key Stage 4 (KS4).</i></p>
<p><b>Whole-Curriculum Skills and Capabilities</b></p> <p>Through opportunities to engage in active learning contexts across all areas of the curriculum, pupils should progressively develop:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 1388 772 1452">  Thinking Skills and Personal Capabilities         </div> <div data-bbox="940 1388 1198 1444">  Communication         </div> <div data-bbox="1310 1388 1523 1452">  Using Mathematics         </div> <div data-bbox="1646 1388 2049 1452">  Using Information and Communications Technology         </div> </div>					

Overview			Curriculum				Examples of Progression			Qualifications			
Overview	Self-Awareness	Personal Health	Relationships	Healthy Eating	Home and Family Life	Independent Living	Work in the Local and Global Economy	Career Management	Enterprise and Entrepreneurship	Diversity and Inclusion	Human Rights and Social Responsibility	Equality and Social Justice	Democracy and Active Participation

## Examples of Progression

The examples of progression in this section show one way to organise existing curriculum and qualification content as learners move through education in Northern Ireland. They illustrate how knowledge, skills and understanding are supported and developed as each key stage builds on the one before, prepares for the one that follows, and aims to equip learners for the challenges they will face in the real world and throughout their lives.

## Personal Understanding and Health



Self-Awareness



Personal Health



Relationships



Healthy Eating



Home and Family Life



Independent Living

## Mutual Understanding in the Local and Wider Community



Work in the Local and Global Economy



Career Management



Enterprise and Entrepreneurship



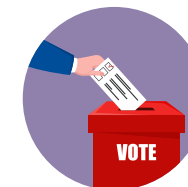
Diversity and Inclusion



Human Rights and Social Responsibility



Equality and Social Justice



Democracy and Active Participation



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## Self-Awareness

## Personal Understanding and Health

### Pre-School

Age 3–4

Young children learn and develop through being treated as individuals in their own right with their own personalities, likes and dislikes.

Adults promote learning by:

- giving children the time they need to settle into their new surroundings; and
- fostering self-esteem in children to help them feel valued as individuals.

Staff need to work together to create an ethos where the children feel supported and cared for.

Children will have the ability to:

- show an awareness of personal worth;
- display increasing self-confidence, self-control and self-discipline; and
- eagerly explore new learning.

*Curricular Guidance for Pre-School Education, pages 19–21*

### Foundation Stage

Age 4–6

Children should be enabled to:

- explore themselves and their personal attributes;
- explore their dispositions and attitudes to learning; and
- express a sense of self awareness.

For example, learning about:

- who they are;
- what they can do;
- their favourite things; and
- what makes them special.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore:

- their self-esteem and self-confidence; and
- positive attitudes to learning and achievement.

For example, learning about:

- feeling positive about themselves and developing an understanding of their self-esteem and confidence;
- their strengths, abilities, qualities, achievements, personal preferences and goals;
- recognising, expressing and managing feelings and emotions and that they are a natural, important and healthy part of a human being;
- managing the effects of strong feelings such as anger, sadness or loss;
- how everyone makes mistakes, that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning;
- developing and improving their learning; and
- who and what influences their views, feelings and behaviour at home and in school.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore:

- their self-esteem, self-confidence and how they develop as individuals; and
- effective learning strategies.

For example, learning about:

- developing their self-awareness, self-respect and self-esteem;
- how to confidently express their own views and opinions in unfamiliar circumstances;
- their current strengths and weaknesses;
- facing problems, trying to resolve and learn from them;
- their own and others' feelings and emotions;
- managing feelings in a positive and safe way;
- feelings and emotions that change at times of change and loss;
- what influences their views, feelings and behaviour; and
- the role of advertising at a local and/or global level.

*The NIC Primary, pages 96 and 97*

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- explore and express a sense of self;
- explore personal morals, values and beliefs;
- investigate the influences on a young person;
- explore the different ways to develop self-esteem; and
- develop skills and strategies to improve own learning.

They should be able to:

- research and manage information effectively to investigate Personal Development issues, including Using Mathematics and Using ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through; and
- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance.

*The Statutory Curriculum at KS3, page 46*

### Key Stage 4

Age 14–16

Pupils should be enabled to reflect on, and respond to, their developing concept, including managing emotions and reactions to on-going life experiences.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

[Entry Level Learning for Life and Work](#)

- Personal Development

[Entry Level Life Skills and Extended Life Skills](#)

- Personal Skills

[Level 1 and 2 Preparation for Adult Life](#)

- Personal and Social Development

[GCSE Learning for Life and Work](#)

- Personal Development

[GCSE Health and Social Care](#)

- Personal Development, Health and Well-Being

## Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#) and [GCE Health and Social Care](#).



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## Personal Health

## Personal Understanding and Health

### Pre-School

Age 3–4

As they engage in various types of play and other activities, children should understand the importance of:

- wearing appropriate clothing;
- taking care in the sun; and
- eating good food, taking part in physical activity and having enough sleep to keep healthy.

As they engage in various types of play and other activities, children should talk about:

- how medicines and other substances (beneficial or dangerous) can affect them;
- their own personal safety;
- keeping safe in the home and community;
- safe places to play;
- the dangers of traffic; and
- dangerous features in the environment such as water or farm machinery.

They will have the ability to:

- show some independence in dressing and in personal hygiene; and
- show an increasing awareness of the importance of healthy food, hygienic habits, exercise and rest.

*Curricular Guidance for Pre-School Education, pages 20 and 21*

### Foundation Stage

Age 4–6

Children should be enabled to explore:

- the importance of keeping healthy; and
- how to keep safe in familiar and unfamiliar environments.

For example, learning about:

- how to care for their body in order to keep it healthy and well;
- basic hygiene skills;
- how growth and change are part of the process of life and are unique to each individual;
- appropriate personal safety strategies;
- identifying situations that are safe and those where personal safety may be at risk;
- the importance of road safety;
- substances that can be dangerous; and
- the safety rules that apply when taking medicines.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore strategies and skills for keeping themselves healthy and safe.

For example, learning about:

- the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene;
- how medicines are given to make you feel better, but that some drugs are dangerous;
- how some diseases are infectious, and some can be controlled;
- the rules for and ways of keeping safe on the road, co-operating with adults who help keep us safe on the road and how to travel safely in cars and buses;
- potential dangers and threats in the home and environment;
- simple safety rules and strategies to protect themselves from potentially dangerous situations; and
- ways of protecting against extremes of weather.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore how to sustain their health, growth and wellbeing and cope safely with their environment.

For example, learning about:

- the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- what shapes positive mental health;
- the harmful effects of tobacco, alcohol, solvents and other illicit and illegal substances;
- how bacteria and viruses affect health and that risks decrease when basic routines are followed;
- how the body grows and develops;
- how AIDS is a prevalent disease throughout the world and is a major health issue for many countries;
- appropriate road use and how conspicuity reduces road collisions, appropriate passenger skills and how bicycles are best maintained and ridden; and
- basic emergency procedures and first aid.

*The NIC Primary, pages 96 and 97*

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- explore the concept of Health as the development of a whole person;
- investigate the influences on physical and emotional /mental personal health;
- develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour;
- investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse;
- develop preventative strategies in relation to accidents in the home, school and on the road; and
- develop strategies to promote personal safety.

They should be able to:

- develop an awareness of emergency first aid procedures, including cardiopulmonary resuscitation (CPR) and automatic external defibrillation (AED); and
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate.

*The Statutory Curriculum at KS3, page 46*

### Key Stage 4

Age 14–16

Pupils should be enabled to recognise, assess and manage risk in a range of real-life contexts.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

[Entry Level Learning for Life and Work](#)

- Personal Development

[Entry Level Life Skills and Extended Life Skills](#)

- Personal Skills

[Level 1 and 2 Preparation for Adult Life](#)

- Personal and Social Development

[GCSE Learning for Life and Work](#)

- Personal Development

[GCSE Motor Vehicle and Road User Studies](#)

[GCSE Health and Social Care](#)

- Personal Development, Health and Well-Being

[GCSE Hospitality](#)

- The Hospitality Industry

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Health and Social Care](#) and [GCE Nutrition and Food Science](#).



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Democracy and Active Participation



## Relationships

## Personal Understanding and Health

### Pre-School

Age 3–4

Young children learn and develop through having time and opportunities to identify and understand their own feelings and the needs and feelings of others.

Adults promote learning by establishing positive relationships both with the children and with their parents/guardians/carers and encouraging children to talk about how they feel at different times.

Children should be encouraged and supported as they explore their emotions, *for example in role-play or in responding to stories*.

They should have opportunities to express emotion, develop self-confidence and an awareness of others as they:

- listen to music that suggests a variety of moods; and
- identify emotions when discussing pictures, talking about characters in stories or helping one another.

Children will have the ability to enjoy relationships with adults and other children.

*Curricular Guidance for Pre-School Education, pages 19–21*

### Foundation Stage

Age 4–6

Children should be enabled to:

- explore their own and others' feelings and emotions;
- explore their relationships with family and friends (as part of Mutual Understanding in the Local and Wider Community);
- show some self-control and express their own feelings and emotions appropriately; and
- form good relationships with adults and other children.

For example, learning about:

- how they feel;
- ways of expressing how they feel;
- what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings;
- what makes their friends happy or sad;
- how other people feel when they are happy, sad, angry or lonely; and
- how they relate to adults and other children.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore:

- their own and others' feelings and emotions and how their actions affect others; and
- initiating and developing mutually satisfying relationships (as part of Mutual Understanding in the Local and Wider Community).

For example, learning about:

- having respect for their bodies and those of others;
- the stages of human growth and development;
- how responsibilities and relationships change as people grow and develop;
- different forms of bullying and developing personal strategies to resist unwanted behaviour;
- how to be a good friend; and
- how they can take on some responsibility in their family and friendship groups.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore:

- their management of a range of feelings and emotions and the feelings and emotions of others; and
- initiating, developing and sustaining mutually satisfying relationships (as part of Mutual Understanding in the Local and Wider Community).

For example, learning about:

- the physical and emotional changes that take place during puberty;\*
- how babies are conceived, grow and are born;\*
- how responsibilities change as we become older or more independent;
- strategies to resist unwanted peer/sibling pressure and behaviour;
- the potential danger of relationships with strangers or acquaintances, including good and bad touches;
- the benefits of friends and finding out about sources of help and support for individuals and groups;
- bullying and the harm that can result; and
- the challenges or issues that can arise between friends and how these can be avoided, lessened or resolved.

*The NIC Primary, pages 96 and 97*

\* Decisions about whether or not these topics are taught should be agreed with parents and governors.

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- explore the qualities of relationships including friendship;
- explore the qualities of a loving, respectful relationship;
- develop coping strategies to deal with challenging relationship scenarios;
- develop strategies to avoid and resolve conflict;
- explore the implications of sexual maturation; and
- explore the emotional, social and moral implications of early sexual activity.

They should be able to:

- work effectively with others; and
- communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.

*The Statutory Curriculum at KS3, page 46*

### Key Stage 4

Age 14–16

Pupils should be enabled to develop their understanding of relationships and sexuality and the responsibilities of healthy relationships.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

[Entry Level Learning for Life and Work](#)

- Personal Development

[Entry Level Life Skills and Extended Life Skills](#)

- Personal Skills

[Level 1 and 2 Preparation for Adult Life](#)

- Personal and Social Development

[GCSE Learning for Life and Work](#)

- Personal Development

[GCSE Health and Social Care](#)

- Personal Development, Health and Well-Being

[GCSE Home Economics: Child Development](#)

- Parenthood, Pregnancy and the Newborn Baby

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#) and [GCE Health and Social Care](#).



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Democracy and Active Participation



## Healthy Eating

## Personal Understanding and Health

### Pre-School

Age 3–4

During daily routines, children should be encouraged to help prepare food for snack time, pour their own drink and choose what and when to eat.

Snack time provides staff with opportunities to talk naturally and informally with children about healthy foods and healthy eating habits.

During cooking and food preparation activities, staff can talk about foods that are good for us, the importance of hygiene and safety issues.

As they engage in various types of play and other activities, children should become aware of their own safety and that of others as they attempt to adhere to safety rules and use tools and equipment appropriately.

Children will have the ability to show an increasing awareness of the importance of healthy food and hygienic habits.

[Curricular Guidance for Pre-School Education, pages 20 and 21](#)

### Foundation Stage

Age 4–6

Children should be enabled to:

- explore the importance of keeping healthy; and
- adopt healthy and hygienic routines.

For example, learning about:

- how to care for their body in order to keep it healthy and well; and
- basic hygiene skills.

[The NIC Primary, pages 40–42](#)

### Key Stage 1

Age 6–8

Pupils should be enabled to explore strategies and skills for keeping themselves healthy and safe.

For example, learning about:

- the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene; and
- how, if not used properly, all products can be harmful.

[The NIC Primary, pages 94 and 95](#)

### Key Stage 2

Age 8–11

Pupils should be enabled to explore how to sustain their health, growth and wellbeing and cope safely and efficiently with their environment.

For example, learning about and understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.

[The NIC Primary, pages 96 and 97](#)

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals;
- develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes;
- investigate the impact of storage, preparation and cooking on food; and
- explore ways to achieve a healthy diet.

They should be able to:

- demonstrate skills in the safe, hygienic, healthy and creative use of food;
- research and manage information effectively to investigate Home Economics issues, including Using Mathematics and Using ICT where appropriate; and
- demonstrate creativity and initiative when developing ideas and following them through.

[The Statutory Curriculum at KS3, page 47](#)

### Key Stage 4

Age 14–16

Pupils should be enabled to develop an understanding of how to maximise and sustain their own health and wellbeing.

[Statutory Minimum Content for Learning for Life and Work at Key Stage 4](#)

CCEA offers the following qualifications:

[Entry Level Home Economics](#)

- Independent Living Skills

[Entry Level Life Skills and Extended Life Skills](#)

- Independent Living Skills

[Level 1 and 2 Preparation for Adult Life](#)

- Personal and Social Development

[GCSE Health and Social Care](#)

- Personal Development, Health and Well-Being

[GCSE Home Economics: Food and Nutrition](#)

[GCSE Hospitality](#)

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Health and Social Care](#) and [GCE Nutrition and Food Science](#).





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Democracy and Active Participation



## Home and Family Life

## Personal Understanding and Health

### Pre-School

Age 3–4

As they begin their pre-school education, children bring with them a variety of personal and social skills, values and attitudes. They acquire experiences and relationships within the home and their immediate surroundings, and it is important that these are recognised.

Adults promote learning by:

- recognising that challenging behaviour may be a consequence of the child's previous experiences; and
- having effective behaviour management strategies in place (positive reinforcement and positive language) which the whole staff and parents implement consistently, if appropriate for the child.

*Curricular Guidance for Pre-School Education, page 19*

### Foundation Stage

Age 4–6

Children should be enabled to:

- explore their own and others' feelings and emotions;
- explore their relationships with family and friends (as part of Mutual Understanding in the Local and Wider Community); and
- recognise similarities and differences in families;

For example, learning about:

- what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings;
- how other people feel when they are happy, sad, angry or lonely;
- their own families; and
- what families do together.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore:

- their own and others' feelings and emotion and how their actions affect others; and
- initiating, developing and sustaining mutually satisfying relationships (as part of Mutual Understanding in the Local and Wider Community).

For example, learning about:

- the variety of roles in families and the contribution made by each member;
- how responsibilities and relationships changes as people grow and develop;
- potential dangers and threats in the home and environment;
- their contribution to home and school life and the responsibilities that this can bring;
- how they can take on some responsibility in family groups; and
- ways in which conflict may arise at home and exploring ways in which it could be lessened, avoided or resolved.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore:

- explore their management of a range of feelings and emotions and the feelings and emotions of others; and
- initiate, develop and sustain mutually satisfying relationships (as part of Mutual Understanding in the Local and Wider Community).

For example, learning about:

- the skills for parenting and the importance of good parenting;\*
- the different types of families that exist, the roles within them, and the different responsibilities;
- the benefits of families and finding out about sources of help and support for them;
- the need for rules and that these are necessary for harmony at home;
- rules within their families; and
- the challenges and issues that can arise at home and how they can be avoided, lessened or resolved.

*The NIC Primary, pages 96 and 97*

\* Decisions about whether or not these topics are taught should be agreed with parents and governors.

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- explore the roles and responsibilities of individuals within a variety of home and family structures;
- develop awareness of parenting skills;
- investigate some of the changing needs of family members at different stages of the life cycle; and
- explore strategies to manage family scenarios.

They should be able to:

- work effectively with others; and
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

*The Statutory Curriculum at KS3, page 47*

### Key Stage 4

Age 14–16

Pupils should be enabled to develop an understanding of the roles and responsibilities of parenting.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

- [Entry Level Home Economics](#)
- Independent Living Skills

[Entry Level Life Skills and Extended Life Skills](#)

- Independent Living Skills

[Level 1 and 2 Preparation for Adult Life](#)

- Personal and Social Development

[GCSE Learning for Life and Work](#)

- Responsible parenting

[GCSE Health and Social Care](#)

- Personal Development, Health and Well-Being

[GCSE Home Economics: Child Development](#)

## Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#) and [GCE Health and Social Care](#).



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## Independent Living

## Personal Understanding and Health

### Pre-School

Age 3–4

Staff need to work together to create an ethos where the children are encouraged to be independent.

Children should be encouraged and supported as they become independent of adults in everyday activities such as mopping up spills, putting on aprons and displaying work.

They can further develop their awareness of the environment by:

- observing aspects of nature;
- helping to care for plants and animals; and
- talking about environmental issues such as litter, recycling bottles and paper banks.

*Curricular Guidance for Pre-School Education, pages 20 and 21*

### Foundation Stage

Age 4–6

Children should be enabled to:

- show independence;
- know when to seek help; and
- understand how to keep safe.

For example, learning about appropriate personal safety strategies and identifying situations that are safe and those where personal safety may be at risk.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore strategies and skills for keeping themselves healthy and safe.

For example, learning about:

- what to do or from whom to seek help when feeling unsafe;
- simple safety rules and strategies to protect themselves from potentially dangerous situations; and
- how money can buy goods and services and is earned through work.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore how to sustain their health, growth and wellbeing and cope efficiently with their environment.

For example, learning about:

- how responsibilities change as they become older and more independent;
- proactive and responsible approaches to safety;
- where, when and how to seek help;
- their role and responsibility as consumers in society;
- the role of advertising at a local and/or global level; and
- how the media present information.

*The NIC Primary, pages 96 and 97*

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- develop a range of skills to promote independence through planning, managing and using resources;
- investigate a range of factors that influence consumer choices and decisions; and
- investigate consumer rights, responsibilities and support available in a range of scenarios.

They should be able to:

- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; and
- demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance.

*The Statutory Curriculum at KS3, page 47*

### Key Stage 4

Age 14–16

Pupils should be enabled to develop further their competence as discerning consumers in preparation for independent living.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

[Entry Level Home Economics](#)

[Entry Level Learning for Life and Work](#)

- Personal Development

[Entry Level Life Skills and Extended Life Skills](#)

- Independent Living Skills

[Level 1 and 2 Preparation for Adult Life](#)

- Personal and Social Development

[GCSE Learning for Life and Work](#)

- Making informed financial decisions

[GCSE Motor Vehicle and Road User Studies](#)

[GCSE Home Economics: Food and Nutrition](#)

[GCSE Economics](#)

- Financial Capability

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Nutrition and Food Science](#) and [GCE Economics](#).



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## Work in the Local and Global Economy

## Mutual Understanding in the Local and Wider Community

### Pre-School

Age 3–4

Adults promote learning by:

- helping children learn to cope with people and activities outside the family; and
- encouraging them to form positive relationships with adults and other children.

Children should be encouraged and supported as they learn to co-operate, take turns and share.

They will have the ability to:

- work both independently and as part of a group;
- share, take turns, follow and lead;
- persevere with tasks;
- seek help when needed; and
- treat living things and the environment with respect, care and concern.

*Curricular Guidance for Pre-School Education, pages 19–22*

### Foundation Stage

Age 4–6

Children should explore learning to live as part of a community.

For example, learning about:

- taking responsibility for what they say and do; and
- the interdependent nature of the class/school community and themselves as participant members.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore developing themselves as members of a community.

For example, learning about:

- interdependence in the school community;
- people, jobs and workplaces in the community;
- how money can buy goods and services and is earned through work; and
- how their environment could be made better or worse to live in and what contribution they can make.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore playing an active and meaningful part in the life of the community and being concerned about the wider environment.

For example, learning about:

- the interdependence of people within the community;
- the range of jobs and work carried out by different people;
- the processes and people involved in the production, distribution and selling goods;
- the role of advertising at a local/global level; and
- how the media present information.

*The NIC Primary, pages 96–98*

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning;
- investigate the local impact of the global market;
- investigate how technology is affecting life and work;
- investigate how an employer might deal with issues affecting work;
- investigate how environmental considerations are affecting work and work practices; and
- investigate how work organisations contribute to the community.

They should be able to:

- research and manage information effectively to investigate Employability issues, including Using Mathematics and Using ICT where appropriate; and
- work effectively with others.

*The Statutory Curriculum at KS3, page 44*

### Key Stage 4

Age 14–16

Pupils should be enabled to:

- examine the impact of globalisation on employment; and
- consider how employees might maintain an effective working environment.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

- [Entry Level Learning for Life and Work](#)
- [Employability](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Vocational Skills](#)
- [Entry Level Occupational Studies and Extended Occupational Studies](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and 2 Preparation for Adult Life](#)
- [Employability](#)
- [GCSE Learning for Life and Work](#)
- [Employability](#)
- [GCSE Business Studies](#)
- [GCSE Business and Communications Systems](#)
- [GCSE Health and Social Care](#)
- [Working in the Health, Social Care and Early Years Sectors](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Business Studies](#), [GCE Government and Politics](#), [GCE Health and Social Care](#), [GCE Professional Business Services](#) and [GCE Economics](#).



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## Career Management

## Mutual Understanding in the Local and Wider Community

### Pre-School

Age 3–4

Adults promote learning by helping children:

- gain confidence in what they do; and
- progress by nurturing their motivation, perseverance, curiosity and creativity.

Adults should:

- take time to listen, talk and engage with the children; and
- be enthusiastic about the children's learning.

Children will have the ability to take pleasure in their achievements.

*Curricular Guidance for Pre-School Education, pages 19–22*

### Foundation Stage

Age 4–6

Children should be enabled to:

- explore their responsibilities for self and others; and
- show a positive attitude to learning.

For example, learning about:

- how to focus their attention, concentrate and remember by taking part in a variety of activities reflecting the way they learn; and
- how to develop a positive attitude to learning.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore:

- positive attitudes to learning and achievement (as part of Personal Understanding and Health); and
- developing themselves as members of a community.

For example, learning about:

- their strengths, abilities, qualities, achievements, personal preferences and goals;
- making mistakes and that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning; and
- how they can develop and improve their learning.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore:

- effective learning strategies (as part of Personal Understanding and Health); and
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

For example, learning about:

- their potential and capabilities;
- reflecting upon their progress and setting goals for improvement;
- effective learning strategies;
- the range of jobs and work carried out by different people;
- the role of advertising at a local/global level; and
- how the media present information.

*The NIC Primary, pages 96–98*

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- assess personal skills and achievements to date;
- identify areas of interest and set targets for self-improvement;
- explore the changing concept of career;
- engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values;
- practise presentational and self-marketing skills;
- investigate a variety of both familiar and unfamiliar jobs; and
- make use of appropriate information, advice and guidance to inform career management.

They should be able to:

- demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own learning and performance; and
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

*The Statutory Curriculum at KS3, page 44*

### Key Stage 4

Age 14–16

Pupils should be enabled to:

- investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers; and
- develop a personal career plan based on relevant information and guidance.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

- [Entry Level Learning for Life and Work](#)
- [Employability](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Vocational Skills](#)
- [Entry Level Occupational Studies and Extended Occupational Studies](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and 2 Preparation for Adult Life](#)
- [Employability](#)
- [GCSE Learning for Life and Work](#)
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- [GCSE Business Studies](#)
- [GCSE Business and Communications Systems](#)
- [GCSE Health and Social Care](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Business Studies](#), [GCE Health and Social Care](#), [GCE Professional Business Services](#) and [GCE Economics](#).



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## Enterprise and Entrepreneurship

## Mutual Understanding in the Local and Wider Community

### Pre-School

Age 3–4

Young children learn and develop through making choices and organising their own play.

Adults promote learning by encouraging children to problem solve and giving them time for reflection.

Children should be encouraged and supported as they:

- take the initiative;
- make decisions about what they are going to do and how they are going to do it;
- organise their own play;
- persevere with activities, including activities that may present some difficulties; and
- experience the exhilaration of exuberant play.

They will have the ability to:

- work both independently and as part of a group;
- share, take turns, follow and lead;
- persevere with tasks; and
- seek help when needed.

*Curricular Guidance for Pre-School Education, pages 19–22*

### Foundation Stage

Age 4–6

Children should be enabled to explore learning to live as members of a community.

For example, learning about the interdependent nature of the class/school community and themselves as participant members.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore developing themselves as members of the community.

For example, learning about:

- how money can buy goods and services and is earned through work; and
- how their environment could be made better or worse to live in and what contribution they can make.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore playing an active and meaningful part in the life of the community.

For example, learning about:

- the range of jobs and work carried out by different people;
- the processes and people involved in the production, distribution and selling goods;
- the role of advertising at a local or global level; and
- how the media present information.

*The NIC Primary, pages 96–98*

### Key Stage 3

Age 11–14

Pupils should have opportunities to:

- identify and practise the skills and attributes which make one enterprising;
- understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning;
- find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business; and
- explore the range of small businesses in the life of the community and consider possible implications for career planning.

They should be able to:

- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and using ICT where appropriate; and
- demonstrate enterprise, creativity and initiative when developing ideas and following them through.

*The Statutory Curriculum at KS3, page 44*

### Key Stage 4

Age 14–16

Pupils should be enabled to:

- explore self-employment and identify relevant sources of support; and
- investigate the increasing social responsibility of business in the community.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

- [Entry Level Learning for Life and Work](#)
- [Employability](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Vocational Skills](#)
- [Entry Level Occupational Studies and Extended Occupational Studies](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and 2 Preparation for Adult Life](#)
- [Employability](#)
- [GCSE Learning for Life and Work](#)
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- [GCSE Health and Social Care](#)
- [Working in the Health, Social Care and Early Years Sectors](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Business Studies](#), [GCE Professional Business Services](#) and [GCE Economics](#).



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## Diversity and Inclusion

## Mutual Understanding in the Local and Wider Community

### Pre-School

Age 3–4

Adults promote learning by modelling and nurturing respect for others and appreciating the differences between people.

Children should have opportunities to express emotion, develop self-confidence and an awareness of others as they listen to stories about people and places.

Children can further develop their awareness of the environment by:

- participating in their own cultures; and
- learning about the diversity of others.

They will have the ability to:

- be increasingly sensitive to the needs and feelings of others; and
- engage in acceptable behaviour.

*Curricular Guidance for Pre-School Education, pages 19–21*

### Foundation Stage

Age 4–6

Children should be enabled to explore:

- how to respond appropriately in conflict situations; and
- the similarities and differences between groups of people.

For example, learning about:

- how everyone is of equal worth and that it is acceptable to be different;
- similarities and differences in families and the wider community;
- their attitudes to others in the school community; and
- celebrating special occasions, for example *birthdays and weddings*.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore:

- constructive approaches to conflict; and
- similarities and differences between people.

For example, learning about:

- ways in which conflict may arise at home or in school and exploring ways in which it could be lessened, avoided or resolved;
- ways we are similar and different;
- their own cultural heritage, its traditions and celebrations;
- the culture and traditions of one other group who shares their community;
- the causes of conflict in their community and how they feel about it; and
- the diversity of people around the world.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore:

- causes of conflict and appropriate responses; and
- valuing and celebrating cultural difference and diversity.

For example, learning about:

- ways in which conflict can be caused, including words, gestures, symbols or actions;
- aspects of their cultural heritage, including the diverse cultures that contribute to Northern Ireland;
- similarities and differences between cultures in Northern Ireland and in the wider world;
- the experiences, lives and cultures in the wider world;
- how differences and similarities between people arise from different factors including cultural, ethnic/racial and religious diversity, gender and disability; and
- the range of cultures and traditions in other countries.

*The NIC Primary, pages 96–98*

### Key Stage 3

Age 11–14

Pupils should have opportunities to investigate:

- factors that influence individual and group identity;
- ways in which individuals and groups express their identity;
- how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community;
- ways of managing conflict and promoting community relations, reconciliation; and
- the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion.

They should be able to work effectively with others.

*The Statutory Curriculum at KS3, page 45*

### Key Stage 4

Age 14–16

Pupils should be enabled to respond to specific challenges and opportunities that diversity and inclusion present in Northern Ireland and the wider world.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

[Entry Level Learning for Life and Work](#)

- Local and Global Citizenship

[Level 1 and 2 Preparation for Adult Life](#)

- Citizenship

[GCSE Learning for Life and Work](#)

- Local and Global Citizenship

[GCSE Government and Politics](#)

[GCSE Health and Social Care](#)

- Factors affecting health and well-being
- Relationships
- Self-concept

## Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Government and Politics](#) and [GCE Health and Social Care](#).



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## Human Rights and Social Responsibility

## Mutual Understanding in the Local and Wider Community

### Pre-School

Age 3–4

Young children learn and develop through playing with and helping each other.

During daily routines, children should be encouraged to:

- develop independence and take responsibility, *for example as they dress, look after their own belongings or self-register*; and
- help others during snack time or tidy the playroom.

Children can further develop their awareness of the environment by:

- taking some responsibility for caring for their environment, *for example by respecting play equipment and keeping the playroom tidy*; and
- being encouraged to consider the needs of others in the environment.

They will have the ability to demonstrate consideration for others by caring for and helping one another.

*Curricular Guidance for Pre-School Education, pages 19–21*

### Foundation Stage

Age 4–6

Children should be enabled to explore their responsibilities for themselves and others.

For example, learning about:

- their attitudes to others in the school community;
- what is fair; and
- taking responsibility for what they say and do.

*The NIC Primary, pages 40–42*

### Key Stage 1

Age 6–8

Pupils should be enabled to explore responsibility and respect, honesty and fairness.

For example, learning about:

- what is fair and unfair and what they believe to be right or wrong;
- members of their school community and the roles and responsibilities they have;
- the interdependence of members in the school community; and
- how their environment could be made better or worse to live in and what contribution they could make.

*The NIC Primary, pages 94 and 95*

### Key Stage 2

Age 8–11

Pupils should be enabled to explore human rights and social responsibility.

For example, learning about:

- how people differ in what they believe is right and wrong;
- how people have different beliefs which shape the way they live;
- the interdependence of people within the community;
- the variety of groups, the roles and responsibilities within the community; and
- the rights and responsibilities of members of the community.

*The NIC Primary, pages 96–98*

### Key Stage 3

Age 11–14

Pupils should have opportunities to investigate:

- why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people;
- key human rights principles;
- why different rights must be limited or balanced in our society;
- local and global scenarios where human rights have been seriously infringed; and
- the principles of social responsibility and the role of individuals, society and government in promoting these.

They should be able to demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance.

*The Statutory Curriculum at KS3, page 45*

### Key Stage 4

Age 14–16

Pupils should be enabled to identify and exercise their rights and social responsibilities in relation to local, national and global issues.

*Statutory Minimum Content for Learning for Life and Work at Key Stage 4*

CCEA offers the following qualifications:

[Entry Level Learning for Life and Work](#)

- Local and Global Citizenship

[Level 1 and 2 Preparation for Adult Life](#)

- Citizenship

[GCSE Learning for Life and Work](#)

- Local and Global Citizenship

[GCSE Government and Politics](#)

[GCSE Health and Social Care](#)

## Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Government and Politics](#) and [GCE Health and Social Care](#).



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## Equality and Social Justice

## Mutual Understanding in the Local and Wider Community

Pre-School Age 3–4	Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>Staff need to work together to create an ethos where the children receive consistent encouragement and positive reinforcement to behave appropriately and to respect their own and others' play.</p> <p>Adults should:</p> <ul style="list-style-type: none"> <li>respect the children's views and ideas; and</li> <li>actively model the types of appropriate behaviour that they wish the children to display.</li> </ul> <p>Children will have the ability to:</p> <ul style="list-style-type: none"> <li>be increasingly sensitive to the needs and feelings of others; and</li> <li>demonstrate consideration for others by caring for and helping one another.</li> </ul> <p><i>Curricular Guidance for Pre-School Education, pages 20 and 21</i></p>	<p>Children should be enabled to show respect when working and playing together and recognise the need for rules.</p> <p>For example, learning about:</p> <ul style="list-style-type: none"> <li>why it is necessary to have rules in the classroom and the school;</li> <li>what is fair;</li> <li>how everyone is of equal worth and that it is acceptable to be different; and</li> <li>their attitudes to others in the school community.</li> </ul> <p><i>The NIC Primary, pages 40–42</i></p>	<p>Pupils should be enabled to explore responsibility and respect, honesty and fairness.</p> <p>For example, learning about:</p> <ul style="list-style-type: none"> <li>what is fair and unfair and what they believe to be right or wrong; and</li> <li>how the school community interacts, how they listen and respond to and treat each other.</li> </ul> <p><i>The NIC Primary, pages 94 and 95</i></p>	<p>Pupils should be enabled to explore human rights and social responsibility.</p> <p>For example, learning about:</p> <ul style="list-style-type: none"> <li>the effects of antisocial behaviour; and</li> <li>how injustice and inequality affect people's lives.</li> </ul> <p><i>The NIC Primary, pages 96–98</i></p>	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>explore how inequalities can arise in society, including how and why some people may experience inequality or discrimination on the basis of their group identity;</li> <li>investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts; and</li> <li>explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice.</li> </ul> <p>They should be able to:</p> <ul style="list-style-type: none"> <li>research and manage information effectively to investigate Citizenship issues, including Using Mathematics and Using ICT where appropriate; and</li> <li>demonstrate creativity and initiative when developing ideas and following them through.</li> </ul> <p><i>The Statutory Curriculum at KS3, page 45</i></p>	<p>Pupils should be enabled to develop:</p> <ul style="list-style-type: none"> <li>their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly; and</li> <li>an awareness of the role of non-governmental organisations.</li> </ul> <p><i>Statutory Minimum Content for Learning for Life and Work at Key Stage 4</i></p> <p>CCEA offers the following qualifications:</p> <ul style="list-style-type: none"> <li><a href="#">Entry Level Learning for Life and Work</a></li> <li>Local and Global Citizenship</li> <li><a href="#">Level 1 and 2 Preparation for Adult Life</a></li> <li>Citizenship</li> <li><a href="#">GCSE Learning for Life and Work</a></li> <li>Local and Global Citizenship</li> <li><a href="#">GCSE Government and Politics</a></li> <li><a href="#">GCSE Health and Social Care</a></li> </ul>

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Government and Politics](#) and [GCE Health and Social Care](#).





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## Democracy and Active Participation

## Mutual Understanding in the Local and Wider Community

Pre-School Age 3–4	Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>Young children learn and develop through following simple routines such as participating in tidying up, being independent at snack time and putting on their coats.</p> <p>Adults promote learning by encouraging children to discuss:</p> <ul style="list-style-type: none"> <li>how their actions can affect others; and</li> <li>why we need rules.</li> </ul> <p>During daily routines, children should be encouraged to become aware of and follow the sequence of the day.</p> <p>Children should be encouraged and supported as they resolve conflicts.</p> <p>They will have the ability to understand rules and routines.</p> <p><i>Curricular Guidance for Pre-School Education, pages 19–21</i></p>	<p>Children should be enabled to:</p> <ul style="list-style-type: none"> <li>show respect when working and playing together and recognise the need for rules; and</li> <li>be familiar with the interdependent nature of the class or school community.</li> </ul> <p>For example, learning about:</p> <ul style="list-style-type: none"> <li>why it is necessary to have rules in the classroom and school; and</li> <li>the interdependent nature of the class/school community and themselves as participant members.</li> </ul> <p><i>The NIC Primary, pages 40–42</i></p>	<p>Pupils should be enabled to explore developing themselves as members of a community.</p> <p>For example, learning about:</p> <ul style="list-style-type: none"> <li>how the school community interacts, how they listen and respond to each other;</li> <li>why and how rules are made in class, in the playground and at school; and</li> <li>how rules are essential in an ordered community.</li> </ul> <p><i>The NIC Primary, pages 94 and 95</i></p>	<p>Pupils should be enabled to explore playing an active and meaningful part in the life of the community and being concerned about the wider environment.</p> <p>For example, learning about:</p> <ul style="list-style-type: none"> <li>the need for rules and that they are necessary for harmony at home and in school;</li> <li>the need for rules within their families, friendships and at school;</li> <li>the importance of democratic decision-making and active participation at home and in the classroom;</li> <li>the importance of democratic decision-making and involvement and the institutions that support it at a local level;</li> <li>how rules are essential in an ordered community and the need for different rules in different contexts; and</li> <li>how and why rules and laws are created and implemented.</li> </ul> <p><i>The NIC Primary, pages 96–98</i></p>	<p>Pupils should have opportunities to investigate:</p> <ul style="list-style-type: none"> <li>the basic characteristics of democracy;</li> <li>various ways to participate in school and society;</li> <li>why rules and laws are needed, how they are enforced and how breaches of the law affect the community; and</li> <li>an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.</li> </ul> <p>They should be able to:</p> <ul style="list-style-type: none"> <li>show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; and</li> <li>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul> <p><i>The Statutory Curriculum at KS3, page 45</i></p>	<p>Pupils should be enabled to develop:</p> <ul style="list-style-type: none"> <li>their understanding of how to participate in a range of democratic processes; and</li> <li>awareness of key democratic institutions and their role in promoting inclusion, justice and democracy.</li> </ul> <p><i>Statutory Minimum Content for Learning for Life and Work at Key Stage 4</i></p> <p>CCEA offers the following qualifications:</p> <ul style="list-style-type: none"> <li><a href="#">Entry Level Learning for Life and Work</a> <ul style="list-style-type: none"> <li>Local and Global Citizenship</li> </ul> </li> <li><a href="#">Level 1 and 2 Preparation for Adult Life</a> <ul style="list-style-type: none"> <li>Citizenship</li> </ul> </li> <li><a href="#">GCSE Learning for Life and Work</a> <ul style="list-style-type: none"> <li>Local and Global Citizenship</li> </ul> </li> <li><a href="#">GCSE Government and Politics</a></li> <li><a href="#">GCSE Economics</a> <ul style="list-style-type: none"> <li>Managing the Economy</li> <li>The Global Economy</li> </ul> </li> </ul>

### Post-16

A student who enjoys this aspect of Learning for Life and Work may also be especially interested in [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#), [GCE Government and Politics](#) and [GCE Economics](#).

## CCEA Qualifications

CCEA's range of qualifications offers many routes that learners can choose to take through their curriculum journey to work or further study. All CCEA qualifications build on the skills that learners develop across the curriculum.

### Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)

[Entry Level Life Skills and Extended Life Skills](#)

[Entry Level Occupational Studies](#)

[Entry Level Home Economics](#)

[Level 1 and Level 2 Occupational Studies](#)

[Level 1 and Level 2 Preparation for Adult Life](#)

[GCSE Learning for Life and Work](#)

[GCSE Business Studies](#)

[GCSE Motor Vehicle and Road User Studies](#)

[GCSE Business and Communication Systems](#)

[GCSE Government and Politics](#)

[GCSE Health and Social Care](#)

[GCSE Home Economics: Child Development](#)

[GCSE Home Economics: Food and Nutrition](#)

[GCSE Hospitality](#)

[GCSE Economics](#)

### Post-16 Qualifications

[Level 3 Certificate of Personal Effectiveness \(CoPE\)](#)

[GCE Business Studies](#)

[GCE Economics](#)

[GCE Government and Politics](#)

[GCE Health and Social Care](#)

[GCE Nutrition and Food Science](#)

[GCE Professional Business Services](#)

Please note: **CCEA Entry Level Life Skills and Extended Skills (LS)** includes units which can also contribute to other qualifications. Similarly, the completion of specific units in these other qualifications can contribute to Entry Level Life Skills and Extended Skills.

For example:

- Units 3 or 4 in Entry Level LS are interchangeable with Units 1 or 15 in **CCEA Entry Level in Home Economics**;
- Units 5, 8, 20 or 22 in Entry Level LS are interchangeable with Units 3, 5, 6 or 7 in **CCEA Entry Level in Learning for Life and Work**;
- Units 7, 25, 26 or 27 in Entry Level LS are interchangeable with Units 1, 3, 5 or 9 in **CCEA Entry Level in Physical Education**;
- Units 17, 18 or 19 in Entry Level LS are interchangeable with Units 1, 2 or 3 in **CCEA Entry Level in Mathematics**; and
- Unit 14 in Entry Level LS is interchangeable with Unit 6 in **CCEA Entry Level in English**.

## Entry Level Learning for Life and Work

gives learners the opportunity to:

- develop their ability to recognise, be aware of and know about cultural diversity and equality;
- develop their ability to recognise, be aware of and know about rights and responsibilities;
- develop their ability to recognise, be aware of and understand their emotions;
- develop their self-management skills;
- develop their understanding of the world of work and be aware of employment opportunities and the skills needed for employment;
- develop an understanding of entrepreneurship and participate in an engaging enterprise; and
- develop their independence skills and awareness of methods of transport and how to use them within Northern Ireland.

*Specification Aims (Section 1.1)*

### Qualification Content

Units 1–2	<b>Local and Global Citizenship</b> <ul style="list-style-type: none"> <li>• Learning to Live Together</li> <li>• My Rights and Being Responsible</li> </ul>
Units 3–5	<b>Personal Development</b> <ul style="list-style-type: none"> <li>• Developing My Self-Management Skills*</li> <li>• Getting to Know Myself</li> <li>• Travelling in My Community*</li> </ul>
Units 6–9	<b>Employability</b> <ul style="list-style-type: none"> <li>• Workplace Learning*</li> <li>• Applying for Jobs and Courses*</li> <li>• Planning My Business</li> <li>• Making My Business Work</li> </ul>

*Specification Section 3*

These units can be used to contribute towards CCEA Entry Level:  
\* Life Skills and Extended Life Skills

*Specification 1.3 Entry Level Life Skills and Extended Life Skills*



### Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications or other related training courses.

*Specification Section 1.3*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work* Area of Learning.



### More about [Entry Level Learning for Life and Work](#)



### Other Key Stage 4 Qualifications

[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
[GCSE Learning for Life and Work](#)  
[GCSE Business Studies](#)  
[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Business and Communication Systems](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)

## Entry Level Life Skills and Extended Life Skills

gives learners the opportunity to:

- develop skills for independent living;
- develop personal skills to support their transition to adult life;
- develop their communication skills;
- develop employability skills;
- apply their learning in a practical context;
- develop an understanding of managing a home, shopping, managing money, travelling in the community, personal safety, taking part in their community, social media, working with numbers and time, applying for jobs, the world of work and leisure and sports;
- develop personalised learning by combining units that create programmes of study suited to individual learners' needs; and
- receive recognition for developing new skills and take pride in their achievements.

*Specification Aims (Section 1.1)*

These units can be used to contribute towards CCEA Entry Level:

- \* Home Economics
- \*\* Learning for Life and Work
- \*\*\* Physical Education
- \*\*\*\* Mathematics
- \*\*\*\*\* English

*Specification 1.3 Entry Level Life Skills and Extended Life Skills*

## Qualification Content

Units 1–6	<b>Independent Living Skills</b> <ul style="list-style-type: none"> <li>• Home Management</li> <li>• Using Shopping Facilities</li> <li>• Basic Food Preparation*</li> <li>• Managing My Money*</li> <li>• Travelling in My Community**</li> <li>• Representing Myself</li> </ul>
Units 7–12	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>• Healthy, Active Lifestyle***</li> <li>• Developing My Self-Management Skills**</li> <li>• Relationships and Sexuality</li> <li>• Looking After My Mental Health</li> <li>• Personal Safety</li> <li>• Participating in a Community Project</li> </ul>
Units 13–19	<b>Communication and Number Skills</b> <ul style="list-style-type: none"> <li>• Developing Communication Skills</li> <li>• English through Experience*****</li> <li>• Digital Skills for Everyday Life</li> <li>• Using Social Media Safely</li> <li>• Working with Whole Numbers*****</li> <li>• Working with Time and Measures*****</li> <li>• Using Money*****</li> </ul>
Units 20–22	<b>Vocational Skills</b> <ul style="list-style-type: none"> <li>• Applying for Jobs and Courses**</li> <li>• Appropriate Behaviour and Practices at Work</li> <li>• Workplace Learning**</li> </ul>
Units 23–27	<b>Arts and Leisure Skills</b> <ul style="list-style-type: none"> <li>• Working on a Creative Group Project</li> <li>• Performing Arts</li> <li>• Leisure for Pleasure***</li> <li>• Adventurous Activities***</li> <li>• Water Based Activities***</li> </ul>



### Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

*Specification Section 1.3*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work Area of Learning*.



### More about [Entry Level Life Skills and Extended Life Skills](#)



### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
[GCSE Learning for Life and Work](#)  
[GCSE Business Studies](#)  
[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Business and Communication Systems](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)

## Entry Level Occupational Studies

gives learners the opportunity to:

- develop literacy, numeracy and ICT skills;
- develop employability skills;
- apply their learning in a practical context;
- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression or job opportunities that exist through studying Entry Level Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

*Specification Aims and learning outcomes (Section A.1)*

## Specification at a Glance

Units 1–3	Bench Joinery	Units 19–21	Haircare	Units 37–39	Office Procedures
Units 4–6	Catering	Units 22–24	Horticulture	Units 40–42	Technology and Design
Units 7–9	Construction	Units 25–27	Hospitality	Units 43–45	Total Beauty
Units 10–12	Creative Crafts	Units 28–30	ICT	Units 46–48	Vehicle
Units 13–15	Drama	Units 31–33	Looking After Children	Units 49–51	Working with Children
Units 16–18	Digital Imaging	Units 34–36	Music		

*Specification (Section B)*



### Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other NQF qualifications at Entry Level 1, Level 2 or Level 3, Occupational Studies Level 1 and Level 2, GCSE qualifications, or other related training courses. Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

*Specification (Section A.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work* Area of Learning.



### More about [Entry Level Occupational Studies](#)



### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
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[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)

Key Stage 4 Qualifications

Post-16 Qualifications

## Entry Level Home Economics

gives learners the opportunity to:

- enjoy the experience of learning and take pride in their achievements;
- apply their learning in a practical context; and
- develop employability skills.

*Specification Aims (Section 1.1)*

### Qualification Content

Units 1–10	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Basic Food Preparation*</li> <li>• Safety and Hygiene in the Kitchen</li> <li>• Using Cooking Equipment</li> <li>• Food Safety and Storage</li> <li>• Healthy Eating</li> <li>• Following a Recipe</li> <li>• Making a Simple Meal</li> <li>• Planning and Preparing Food for a Special Occasion or Event</li> <li>• Fast Food</li> <li>• Foods Around the World</li> </ul>
Units 11–14	<p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• Learning through Play</li> <li>• Child Development (0–5 years)</li> <li>• Keeping a Young Child Safe</li> <li>• Living in a Family</li> </ul>
Units 15–18	<p><b>Independent Living</b></p> <ul style="list-style-type: none"> <li>• Managing My Money*</li> <li>• What's on a Label?</li> <li>• Shopping Options</li> <li>• Reduce, Reuse, Recycle</li> </ul>

*Specification Section 3*

These units can be used to contribute towards CCEA Entry Level:

\* Home Economics

*Specification 1.3 Entry Level Life Skills and Extended Life Skills*



### Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1, 2 or 3, GCSE qualifications, or other related training courses.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Science and Technology* and *Learning for Life and Work* Areas of Learning.



### More about [Entry Level Home Economics](#)



### Other Key Stage 4 Qualifications

- [Entry Level Learning for Life and Work](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Entry Level Occupational Studies](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and Level 2 Preparation for Adult Life](#)
- [GCSE Learning for Life and Work](#)
- [GCSE Business Studies](#)
- [GCSE Motor Vehicle and Road User Studies](#)
- [GCSE Business and Communication Systems](#)
- [GCSE Government and Politics](#)
- [GCSE Health and Social Care](#)
- [GCSE Home Economics: Child Development](#)
- [GCSE Home Economics: Food and Nutrition](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

## Level 1 and Level 2 Occupational Studies

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

*Specification Aims and learning outcomes (Section 1.1)*

### Specification at a Glance

15 Units	Business and Services
8 Units	Construction
12 Units	Design and Creativity
11 Units	Engineering and Engineering Services
9 Units	Environment and Society
9 Units	Technology and Innovation

*Specification Section B*



### Prior learning and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in *Occupational Studies* will be equipped to progress to courses at post-16 in the relevant subject areas.

*Specification (Section A.3)*



### More about [Level 1 and Level 2 Occupational Studies](#)



### Other Key Stage 4 Qualifications

- [Entry Level Learning for Life and Work](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Entry Level Occupational Studies](#)
- [Entry Level Home Economics](#)
- [Level 1 and Level 2 Preparation for Adult Life](#)
- [GCSE Learning for Life and Work](#)
- [GCSE Business Studies](#)
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- [GCSE Home Economics: Child Development](#)
- [GCSE Home Economics: Food and Nutrition](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

## Level 1 and Level 2 Preparation for Adult Life

gives learners the opportunity to:

- develop personal skills such as self-awareness, personal health and relationships;
- develop an understanding of:
  - roles and responsibilities of parents;
  - diversity and inclusion, human rights and social responsibility, and equality and social justice;
  - work in the local and global economy;
  - social, economic and cultural issues;
  - relationships at work and diversity within the workplace;
  - sustainable development, health and safety considerations; and
  - the impact of globalisation on work opportunities;
- develop employability skills; and
- apply their learning in a practical context.

*Specification Aims (Section 1.1)*

### Qualification Content

Unit 1	Diversity and Social Inclusion	Unit 8	Globalisation and the Labour Market
Unit 2	Democracy and Democratic Participation	Unit 9	Self-Development
Unit 3	Human Rights and Social Responsibility	Unit 10	Roles and Responsibilities of Parents
Unit 4	Equality and Social Justice	Unit 11	Healthy Relationships
Unit 5	Preparation for Work	Unit 12	Maintaining Personal Health and Well-Being
Unit 6	Business in the Community	Unit 13	Effective Financial Management
Unit 7	Effective Work Practice		

*Specification Section 2*



### Prior learning and progression

There are no specific prior learning requirements for these qualifications. They are open to all learners, although Level 2 builds on the content of the Level 1 Award and Certificate in Preparation for Adult Life.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work* Area of Learning.



### More about [Level 1 Preparation for Adult Life](#)



### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[GCSE Learning for Life and Work](#)  
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[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)



## GCSE Learning for Life and Work

aims to encourage students to:

- develop the skills required to think independently, make informed decisions and take appropriate courses of action in relation to personal, social, economic and employment issues;
- develop a deeper understanding of the impact of change on individuals, society and the economy;
- develop a deeper understanding of the connections between local, national and global issues;
- develop higher-order critical and creative thinking skills;
- develop their ability to work effectively with others;
- develop the knowledge, understanding, skills and confidence to critically challenge accepted views and assumptions;
- develop a critical and analytical approach to problem solving and decision making; and
- develop their knowledge, understanding and skills, and progress to further or higher education and employment.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1	Local and Global Citizenship
Unit 2	Personal Development
Unit 3	Employability
Unit 4	Controlled Assessment Task

*Specification Section 3*



### Prior attainment

This course builds on students' prior learning at Key Stage 3 in Learning for Life and Work. It is expected that students will have developed knowledge, understanding and skills and personal capabilities to meet the Key Stage 3 statutory minimum requirements for Local and Global Citizenship, Personal Development and Employability. Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work Area of Learning*.



### More about [GCSE Learning for Life and Work](#)



### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
[GCSE Business Studies](#)  
[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Business and Communication Systems](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)

## GCSE Business Studies

aims to encourage students to:

- develop a lifelong interest in and enjoyment of business subjects;
- use an enquiring, critical approach to distinguish facts from opinions, to form arguments and to make informed judgements;
- develop and apply their knowledge and skills to understand today’s business issues in local, national and global contexts;
- appreciate the perspectives of different stakeholders in business-related activities;
- consider the extent to which business activity can be ethical and sustainable; and
- understand the changing use of technology in business.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1	Starting a Business
Unit 2	Developing a Business
Unit 3	Planning a Business

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work* Area of Learning.



#### More about [GCSE Business Studies](#)



#### Other Key Stage 4 Qualifications

- [Entry Level Learning for Life and Work](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Entry Level Occupational Studies](#)
- [Entry Level Home Economics](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and Level 2 Preparation for Adult Life](#)
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- [GCSE Health and Social Care](#)
- [GCSE Home Economics: Child Development](#)
- [GCSE Home Economics: Food and Nutrition](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

## GCSE Motor Vehicle and Road User Studies

aims to encourage students to:

- develop interest in and appreciation of the motor vehicle;
- develop understanding of the legal liabilities of being a road user;
- develop knowledge and understanding of the responsibilities of vehicle ownership;
- develop a positive and understanding attitude to the use of the road and to other road users;
- develop awareness of the interaction between the road user, the environment and the vehicle;
- develop respect for the safety of road users;
- learn to act decisively and positively at the scene of a road traffic collision;
- acquire the knowledge and skills needed for the use of a powered vehicle;
- develop understanding of the mathematical, scientific and technological principles of motor vehicles;
- develop knowledge and understanding of routine vehicle maintenance; and
- acquire a range of practical and communication skills appropriate to the subject.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1	Motor Vehicle and Road User Theory
Unit 2	Investigative Study
Unit 3	Practical Riding Activity

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work* Area of Learning.



#### More about [GCSE Motor Vehicle and Road Use Studies](#)



#### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
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[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)

## GCSE Business and Communication Systems

aims to encourage students to:

- engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of business and the use of software applications will provide a sound basis for a future role as employee or employer;
- understand the changing role of digital technologies in business and economic activities;
- develop skills and understanding in the use of software applications;
- use software applications to develop digital solutions to enhance business activities; and
- be inspired by following a broad, coherent, satisfying and worthwhile course that could lead to further study.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1	Software Applications for Business
Unit 2	The Business Environment
Unit 3	Developing Digital Solutions

*Specification Section 3*



### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Learning for Life and Work* Area of Learning and the Cross-Curricular Skills of *Using ICT*.



### More about [GCSE Business and Communication Systems](#)



### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
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[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)

## GCSE Government and Politics

aims to encourage students to:

- develop a lifelong interest in government and politics;
- form their own beliefs about political issues and events and engage with a subject that affects us all on a day-to-day basis;
- consider important political concepts such as power, authority, accountability, who has power and how it is exercised;
- think critically about the political systems in which they live and how they might participate in those systems; and
- develop as effective and independent learners able to analyse and critically evaluate a range of differing viewpoints.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1 Democracy in Action

Unit 2 International Politics in Action

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Environment and Society* and *Learning for Life and Work* Areas of Learning.



#### More about [GCSE Government and Politics](#)



#### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)

[Entry Level Life Skills and Extended Life Skills](#)

[Entry Level Occupational Studies](#)

[Entry Level Home Economics](#)

[Level 1 and Level 2 Occupational Studies](#)

[Level 1 and Level 2 Preparation for Adult Life](#)

[GCSE Learning for Life and Work](#)

[GCSE Business Studies](#)

[GCSE Motor Vehicle and Road User Studies](#)

[GCSE Business and Communication Systems](#)

[GCSE Health and Social Care](#)

[GCSE Home Economics: Child Development](#)

[GCSE Home Economics: Food and Nutrition](#)

[GCSE Hospitality](#)

[GCSE Economics](#)

## GCSE Health and Social Care

aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together areas of knowledge, skills and understanding related to the health, social care and early years sectors;
- develop higher order thinking skills;
- increase their understanding of the health, social care and early years sectors to develop as effective and independent learners;
- understand aspects of personal development and the health, social care and early years sectors by investigating and evaluating a range of services and organisations;
- examine issues that affect the nature and quality of human life, including an appreciation of diversity and culture;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors; and
- develop a critical and analytical approach to decision making and problem solving in relation to the specified content.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1 Personal Development, Health and Well-Being

Unit 2 Working in the Health, Social Care and Early Years Sectors

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification links to the *Learning for Life and Work* and *Science and Technology* Areas of Learning.



#### More about [GCSE Health and Social Care](#)



#### Other Key Stage 4 Qualifications

- [Entry Level Learning for Life and Work](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Entry Level Occupational Studies](#)
- [Entry Level Home Economics](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and Level 2 Preparation for Adult Life](#)
- [GCSE Learning for Life and Work](#)
- [GCSE Business Studies](#)
- [GCSE Motor Vehicle and Road User Studies](#)
- [GCSE Business and Communication Systems](#)
- [GCSE Government and Politics](#)
- [GCSE Home Economics: Child Development](#)
- [GCSE Home Economics: Food and Nutrition](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

## GCSE Home Economics: Child Development

aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for working in the area of child development;
- understand pregnancy, parental responsibilities and young children’s overall needs;
- understand how important it is to maintain a healthy lifestyle;
- develop their knowledge and understanding of human needs in a multicultural society;
- increase their knowledge and understanding of relevant technological and scientific developments;
- develop a critical and analytical approach to decision making and problem solving;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate decisions so that they develop as informed and discerning consumers;
- make informed decisions about further learning opportunities and career choices; and
- engage actively in studying child development to develop as effective and independent students.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1	Parenthood, Pregnancy and the Newborn Baby
Unit 2	The Development of the Child (0–5 years)
Unit 3	Investigation Task

*Specification Section 3*



### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Science and Technology* and *Learning for Life and Work* Areas of Learning.



### More about [GCSE Home Economics: Child Development](#)



### Other Key Stage 4 Qualifications

- [Entry Level Learning for Life and Work](#)
- [Entry Level Life Skills and Extended Life Skills](#)
- [Entry Level Occupational Studies](#)
- [Entry Level Home Economics](#)
- [Level 1 and Level 2 Occupational Studies](#)
- [Level 1 and Level 2 Preparation for Adult Life](#)
- [GCSE Learning for Life and Work](#)
- [GCSE Business Studies](#)
- [GCSE Motor Vehicle and Road User Studies](#)
- [GCSE Business and Communication Systems](#)
- [GCSE Government and Politics](#)
- [GCSE Health and Social Care](#)
- [GCSE Home Economics: Food and Nutrition](#)
- [GCSE Hospitality](#)
- [GCSE Economics](#)

## GCSE Home Economics: Food and Nutrition

aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for Home Economics: Food and Nutrition;
- develop their knowledge and understanding of human needs in a multicultural society;
- increase their knowledge and understanding of relevant technological and scientific developments;
- develop a critical and analytical approach to decision making and problem solving;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate decisions so that they develop as informed and discerning consumers;
- develop an interest in and appreciation of the diverse range of food now available; and
- actively engage in studying food and nutrition to develop as effective and independent students.

*Specification Aims (Section 1.1)*

### Subject Content

Component 1	Food and Nutrition
Component 2	Practical Food and Nutrition

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Science and Technology* and *Learning for Life and Work* Areas of Learning.



#### More about [GCSE Home Economics: Food and Nutrition](#)



#### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
[GCSE Learning for Life and Work](#)  
[GCSE Business Studies](#)  
[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Business and Communication Systems](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Hospitality](#)  
[GCSE Economics](#)



## GCSE Hospitality

aims to encourage students to:

- develop core knowledge about the hospitality industry and the skills required for working in it;
- actively engage in studying hospitality and become effective and independent learners with creative and enquiring minds;
- develop and apply their knowledge in relevant, enjoyable and work-related contexts;
- make informed decisions about further learning opportunities and career choices in the hospitality industry; and
- develop and practise key transferable skills for working life.

*Specification Aims (Section 1.1)*

### Subject Content

Unit 1	The Hospitality Industry
Unit 2	Hospitality and the Customer
Unit 3	Food and Beverage Preparation and Service

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification and are not required to have prior knowledge of hospitality courses. However, they should have an appropriate level of literacy and numeracy skills and have the ability to work at GCSE level.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Science and Technology* and *Learning for Life and Work* Areas of Learning.



#### More about [GCSE Hospitality](#)



#### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
[GCSE Learning for Life and Work](#)  
[GCSE Business Studies](#)  
[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Business and Communication Systems](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Economics](#)

## GCSE Economics

aims to encourage students to:

- actively engage in studying economics to develop as effective and independent learners and reflective thinkers with enquiring minds;
- use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements;
- apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- understand various stakeholders' perspectives on economic activity;
- explore the moral issues that arise from the environmental impact of economic activity and economic development; and
- recognise that their economic knowledge and skills help them to understand events and provide a basis for their role as consumers, producers and citizens, and for further study of economics.

*Specification Aims (Section 1.1)*

## Subject Content

Unit 1	Basic Economic Ideas
Unit 2	Producing and Consuming
Unit 3	Financial Capability
Unit 4	Managing the Economy
Unit 5	The Global Economy

*Specification Section 3*



### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

*Specification (Section 1.3)*



This qualification builds on the knowledge, understanding and skills developed through the *Environment and Society*, *Learning for Life and Work* and *Mathematics and Numeracy* Areas of Learning.



### More about [GCSE Economics](#)



### Other Key Stage 4 Qualifications

[Entry Level Learning for Life and Work](#)  
[Entry Level Life Skills and Extended Life Skills](#)  
[Entry Level Occupational Studies](#)  
[Entry Level Home Economics](#)  
[Level 1 and Level 2 Occupational Studies](#)  
[Level 1 and Level 2 Preparation for Adult Life](#)  
[GCSE Learning for Life and Work](#)  
[GCSE Business Studies](#)  
[GCSE Motor Vehicle and Road User Studies](#)  
[GCSE Business and Communication Systems](#)  
[GCSE Government and Politics](#)  
[GCSE Health and Social Care](#)  
[GCSE Home Economics: Child Development](#)  
[GCSE Home Economics: Food and Nutrition](#)  
[GCSE Hospitality](#)

## Level 3 Certificate of Personal Effectiveness (CoPE)

aims to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden their experience and manage learning through enrichment activities; and
- to receive formal recognition and accreditation for the above.

*Specification Aims Section 2*

### Challenges Menu

Three Challenges must be chosen from different Modules.

The Modules with Challenge options are as follows:

<b>Module 1: Active Citizenship</b>		<b>Module 4: Global Awareness</b>	
Challenge A	Community action	Challenge A	International travel and experience
Challenge B	Community placement	Challenge B	Global research
<b>Module 2: Work Related Activities</b>		<b>Module 5: Enrichment Activities</b>	
Challenge A	Work experience	Challenge A	Skill development
Challenge B	Business enterprise	Challenge B	Leisure pursuits
<b>Module 3: Career Planning</b>		<b>Module 6: Research and Presentation Skills</b>	
Challenge A	Career options	Challenge A	Research project
Challenge B	Application for higher education	Challenge B	Presentation skills

*Specification Section 3*



### Prior attainment

No prior attainment is required, although students would benefit from good standards of literacy and numeracy.

*Specification (Section 1.3)*



### More about [Level 3 Certificate of Personal Effectiveness \(CoPE\)](#)



### Other Post-16 Qualifications

[GCE Business Studies](#)

[GCE Economics](#)

[GCE Government and Politics](#)

[GCE Health and Social Care](#)

[GCE Nutrition and Food Science](#)

[GCE Professional Business Services](#)

## GCE Business Studies

aims to encourage students to:

- develop a lifelong interest in business;
- gain a holistic understanding of business and the international marketplace;
- develop a critical understanding of organisations and their relationship with key stakeholders;
- evaluate the role of technology in business communication, business operation and decision making;
- generate enterprising and creative solutions to business problems and issues;
- understand the ethical dilemmas and responsibilities faced by organisations and business decision makers;
- develop advanced study skills that help them prepare for third level education; and
- acquire a range of relevant business and generic skills including decision making, problem solving and interpretation of management information.

*Specification Aims (Section 1.1)*

## Subject Content

### Advanced Subsidiary (AS)

AS 1 Introduction to Business

AS 2 Growing the Business

### Advanced GCE (A2)

A2 1 Strategic Decision Making

A2 2 The Competitive Business Environment

*Specification Section 3*



### Prior attainment

No prior attainment is required, although students would benefit from good standards of literacy and numeracy.

*Specification (Section 1.3)*



### More about [GCE Business Studies](#)



### Other Post-16 Qualifications

[Level 3 Certificate of Personal Effectiveness](#)

[GCE Economics](#)

[GCE Government and Politics](#)

[GCE Health and Social Care](#)

[GCE Nutrition and Food Science](#)

[GCE Professional Business Services](#)

## GCE Economics

aims to encourage students to:

- develop an interest in and enthusiasm for economics;
- appreciate how the subject contributes to the understanding of the wider economic and social environment;
- develop an understanding of a range of economic concepts and an ability to use those concepts in a variety of different contexts;
- adopt a critical approach to studying economics and develop an ability to think as an economist;
- understand that economic behaviour can be studied from a range of perspectives; and
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

*Specification Aims (Section 1.1)*

## Subject Content

### Advanced Subsidiary (AS)

AS 1 Markets and Market Failure

AS 2 Managing the National Economy

### Advanced GCE (A2)

A2 1 Business Economics

A2 2 Managing the Economy in a Global World

*Specification Section 3*



### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on the knowledge, understanding and skills developed in GCSE Economics.

*Specification (Section 1.3)*



### More about [GCE Economics](#)



### Other Post-16 Qualifications

[Level 3 Certificate of Personal Effectiveness](#)  
[GCE Business Studies](#)  
[GCE Government and Politics](#)  
[GCE Health and Social Care](#)  
[GCE Nutrition and Food Science](#)  
[GCE Professional Business Services](#)

## GCE Government and Politics

aims to encourage students to:

- develop a lifelong interest in government and politics;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example creative thinking and problem solving;
- carry out research;
- think critically about the political systems in which they live and how they may participate in those systems;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate, through external assessments, that they are able to understand and apply key concepts and can think and write critically.

*Specification Aims (Section 1.1)*

### Subject Content

Advanced Subsidiary (AS)	
AS 1	The Government and Politics of Northern Ireland
AS 2	The British Political Process
Advanced GCE (A2)	
A2 1	Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom.
	Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom
A2 2	Option A: Political Power
	Option B: Political Ideas

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, it is recommended that students should have attained at least a C grade in GCSE English Language.

*Specification (Section 1.3)*



#### More about [GCE Government and Politics](#)



#### Other Post-16 Qualifications

[Level 3 Certificate of Personal Effectiveness](#)  
[GCE Business Studies](#)  
[GCE Economics](#)  
[GCE Health and Social Care](#)  
[GCE Nutrition and Food Science](#)  
[GCE Professional Business Services](#)

## GCE Health and Social Care

aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, creative thinking and problem solving, where appropriate;
- apply their skills to work-related scenarios;
- work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through internal and external assessments that they understand and can apply key concepts.

*Specification Aims (Section 1.1)*

### Subject Content

Advanced Subsidiary (AS)		Advanced GCE (A2)	
AS 1	Promoting Quality Care	A2 1	Applied Research
AS 2	Communication in Health, Social Care and Early Years Settings	A2 2	Body Systems and Physiological Disorders
AS 3	Health and Wellbeing	A2 3	Providing Services
AS 4	Safeguarding Children	A2 4	Public Health and Health Promotion
AS 5	Adult Service Users	A2 5	Supporting the Family
AS 6	Holistic Therapies	A2 6	Understanding Human Behaviour
AS 7	Understanding the Physiology of Health and Illness	A2 7	Human Nutrition and Health

*Specification Section 3*



### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on some of the knowledge, understanding and skills developed in GCSE Health and Social Care.

*Specification (Section 1.3)*



### More about [GCE Health and Social Care](#)



### Other Post-16 Qualifications

- [Level 3 Certificate of Personal Effectiveness](#)
- [GCE Business Studies](#)
- [GCE Economics](#)
- [GCE Government and Politics](#)
- [GCE Nutrition and Food Science](#)
- [GCE Professional Business Services](#)

## GCE Nutrition and Food Science

aims to encourage students to:

- develop and apply knowledge, understanding and skills to meet human needs in a broad range of activities;
- develop an awareness of how to manage resources to meet an identified human need in a diverse and ever-changing society;
- develop higher order critical thinking skills such as problem solving and decision making;
- develop personal capabilities such as self-management and working with others;
- become independent and lifelong learners;
- develop Cross-Curricular Skills of Communication, Using Mathematics and Using ICT;
- take account of and develop an awareness of rapid technological changes and the growth of scientific knowledge and understanding;
- carry out research and present their findings in different formats; and
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts.

*Specification Aims (Section 1.1)*

### Subject Content

#### Advanced Subsidiary (AS)

AS 1	Option A: Food Security and Sustainability Option B: Food Safety and Quality
AS 2	Research Project

#### Advanced GCE (A2)

A2 1	Principles of Nutrition
A2 2	Diet, Lifestyle and Health

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on some of the knowledge, understanding and skills developed in GCSE Health and Social Care.

*Specification (Section 1.3)*



#### More about [GCE Nutrition and Food Science](#)



#### Other Post-16 Qualifications

[Level 3 Certificate of Personal Effectiveness](#)  
[GCE Business Studies](#)  
[GCE Economics](#)  
[GCE Government and Politics](#)  
[GCE Health and Social Care](#)  
[GCE Professional Business Services](#)



## GCE Professional Business Services

aims to encourage students to:

- develop their interest in and enthusiasm for professional business services, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem solving;
- carry out practical tasks and present their findings in different formats;
- appreciate the needs of business professionals operating in the marketplace of Northern Ireland and beyond; and
- progress to relevant higher education programmes.

*Specification Aims (Section 1.1)*

### Subject Content

#### Advanced Subsidiary (AS)

AS 1	Introduction to Professional Business Services
AS 2	Human Resource Services
AS 3	Financial Decision Making

#### Advanced GCE (A2)

A2 1	Technology in Business
A2 2	Leadership and Management
A2 3	Project Management Skills and Processes

*Specification Section 3*



#### Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the AS specification builds on some of the knowledge, understanding and skills developed in *GCSE Business Studies* and other similar courses at the same level. Knowledge, understanding and skills developed in GCSE Mathematics are also relevant. The A2 section of this GCE builds on the knowledge, understanding and skills developed at AS level.

*Specification (Section 1.3)*



#### More about GCE Professional Business Services



#### Other Post-16 Qualifications

[Level 3 Certificate of Personal Effectiveness](#)  
[GCE Business Studies](#)  
[GCE Economics](#)  
[GCE Government and Politics](#)  
[GCE Health and Social Care](#)  
[GCE Nutrition and Food Science](#)

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