



**INTERNATIONAL CONDUCT
EDUCATION & RESEARCH
FOUNDATION**

ICER PUBLICATIONS

ICER Framework Mapping

Domains audiences delivery and learning outcomes

A detailed reference connecting conduct competencies with learning contexts, programme delivery, assessment evidence and educational priorities.

Schools • Colleges • Corporate • Government

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Scope and use

ICER Framework Mapping translates the ICER Conduct Education Framework into contextual learning and assessment references. It connects eight domains with four audiences, seven learner cohorts and relevant educational priorities.

The publication contains 32 audience mappings, 32 delivery mappings, 25 policy and SDG connections, 336 common-core outcomes, 64 role extensions, 32 institutional expectations and 32 domain-level proficiency rubrics. Outcomes and identifiers support consistent programme design and interpretation.

Audiences and cohorts

Audience	Cohorts or role contexts
Schools	Grades 3–5, Grades 6–8, Grades 9–10 and Grades 11–12.
Colleges	College learners preparing for independent adulthood, collaboration and career transitions.
Corporate	Employees, client-facing staff, managers and team leaders.
Government	Officials and employees in public-facing, administrative, policy and supervisory roles.

How to navigate the mapping

Begin with the domain chapters for audience emphasis, practical activities, delivery and policy connections. Use the common-core outcome bank to select outcomes for a cohort. Add relevant role extensions and institutional reinforcement. Apply the outcome-specific criteria alongside the linked domain rubric and evidence guidance.

Government is a learning audience: examples address officials and employees carrying out public duties. Corporate and government cases are adapted to role responsibilities and relevant organisational or departmental guidance.

Contents

Shared learning and assessment structure
 Eight domain chapters
 Common-core outcome bank
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Shared learning and assessment structure

Proficiency	Target capability
Recognise	Identify and explain the relevant principle or issue.
Apply	Use the competency independently in familiar situations.
Adapt	Adjust thoughtfully in unfamiliar or complex situations.
Influence	Model conduct and help improve group practices within the learner's role.
Capability	Evidence focus
Judgement	Choose an appropriate response and explain the reason.
Adaptability	Adjust to context while preserving dignity and boundaries.
Reflection	Examine impact, use feedback and identify improvement.
Courage	Express a need, refuse respectfully, challenge harm or seek suitable support.
Repair	Acknowledge impact and take appropriate corrective action.

Proficiency describes the learning target. With support, Independent and Transfer describe the evidence available for that target. These dimensions apply within every cohort and are not determined by age or job title.

Outcome identifiers and evidence references

Each outcome retains its identifier. D01–D08 identify domains. P35, M68, S910 and S1112 identify school cohorts; adult cohort identifiers distinguish college, corporate and government learning. R, A, T and I identify Recognise, Apply, Adapt and Influence entries. S1 and S2 identify additional topic outcomes; use their stated proficiency. E and F references identify evidence tasks and follow-up guidance listed at the end.

Interpretation of policy connections

NEP connections describe educational relevance for schools and colleges. Corporate and government applications extend educational principles to learning contexts. SDG connections describe intended educational relevance; institutional or societal impact requires separate evidence. Conditional links apply when the specified content and enabling conditions are present. These mappings are ICER's interpretations and do not constitute government or United Nations endorsement.

Selfhood domain

Awareness and management of emotions, habits, preparation and personal conduct.

Domain boundary: Personal awareness and self-management. Duties and ethical accountability are primarily Responsibility.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Personal care, emotional regulation, punctuality and confidence. Arriving prepared, responding to frustration and asking a trusted adult for support.	Prepare for class and rehearse a calm response to a setback. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Independent planning, wellbeing, self-management and readiness for adult life. Balancing deadlines, receiving feedback and navigating unfamiliar situations.	Plan a study week and practise receiving constructive criticism. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Professional preparation, emotional regulation, reliability and sustainable habits. Preparing for meetings, managing pressure and responding to feedback.	Rehearse a pressured conversation and use a meeting-preparation routine. Adapt to role, sector, hierarchy and working arrangements.
Government	Composure, self-discipline, bias awareness and preparation for public duties. Handling a frustrated citizen while maintaining restraint and attention.	Simulate a difficult citizen interaction and review preparation needs. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.23; 4.28 (Educational alignment). Self-management is an ICER application of broader educational aims. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 4.4 (Indirect). Self-management supports professional readiness. Personal routines alone do not establish employment outcomes.

Source references: NEP 2020 and SDG target pages listed in Sources.

Selfhood learning delivery

Introduce: Explore emotions, habits and the effect of personal behaviour.

Demonstrate: Model preparation, receiving feedback and a calm response under pressure.

Assess: Use scenarios, simulations and repeated observations of self-management.

Schools

Practise: Prepare for class and rehearse a calm response to a setback.

Apply: Arriving prepared, responding to frustration and asking a trusted adult for support.

Reflect: Use brief reflection logs and supportive feedback to review habits. Teacher modelling, readiness routines and supportive check-ins.

Reinforcement: Teacher modelling, readiness routines and supportive check-ins.

Colleges

Practise: Plan a study week and practise receiving constructive criticism.

Apply: Balancing deadlines, receiving feedback and navigating unfamiliar situations.

Reflect: Use brief reflection logs and supportive feedback to review habits. Academic mentor check-ins and voluntary reflection.

Reinforcement: Academic mentor check-ins and voluntary reflection.

Corporate

Practise: Rehearse a pressured conversation and use a meeting-preparation routine.

Apply: Preparing for meetings, managing pressure and responding to feedback.

Reflect: Use brief reflection logs and supportive feedback to review habits. Manager coaching and agreed preparation routines.

Reinforcement: Manager coaching and agreed preparation routines.

Government

Practise: Simulate a difficult citizen interaction and review preparation needs.

Apply: Handling a frustrated citizen while maintaining restraint and attention.

Reflect: Use brief reflection logs and supportive feedback to review habits. Supervisor modelling and supportive case reviews.

Reinforcement: Supervisor modelling and supportive case reviews.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Communication domain

Listening, clear expression, audience adaptation and constructive dialogue.

Domain boundary: How people listen and express meaning. Trust and boundaries are primarily Relationships.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Listening, asking questions, expressing needs and respectful disagreement. Class discussions, clarification requests and disagreements with peers.	Practise asking for clarification and responding to a different opinion. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Academic discussion, presentations, interviews and professional correspondence. Group presentations, placement interviews and messages to faculty.	Deliver a short presentation and rewrite an academic email. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Team communication, feedback, meetings and client interactions. Clarifying a brief, giving feedback and explaining a decision to a client.	Role-play a feedback conversation and revise a client message. Adapt to role, sector, hierarchy and working arrangements.
Government	Clear official correspondence, accessible citizen guidance and grievance responses. Explaining requirements, listening to a complaint and communicating next steps.	Simulate explaining a procedure and draft a clear grievance response. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.23; 11.6 (Educational alignment). Direct educational connection to communication skills. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 4.4 (Educational connection). Clear workplace communication supports relevant employability skills. Conduct training covers only part of relevant employment skills.

SDG 16.7 (Conditional). Listening and accessible dialogue can support participation. Requires real opportunities to participate, not communication training alone.

Source references: NEP 2020 and SDG target pages listed in Sources.

Communication learning delivery

Introduce: Compare clear and unclear messages and explore the purpose of listening.

Demonstrate: Show attentive listening, respectful disagreement and checking understanding.

Assess: Assess listening, clarity, tone, adaptation and checking understanding.

Schools

Practise: Practise asking for clarification and responding to a different opinion.

Apply: Class discussions, clarification requests and disagreements with peers.

Reflect: Review misunderstandings and gather feedback on clarity and tone. Teacher demonstrations and regular discussion routines.

Reinforcement: Teacher demonstrations and regular discussion routines.

Colleges

Practise: Deliver a short presentation and rewrite an academic email.

Apply: Group presentations, placement interviews and messages to faculty.

Reflect: Review misunderstandings and gather feedback on clarity and tone. Peer feedback and presentation or interview coaching.

Reinforcement: Peer feedback and presentation or interview coaching.

Corporate

Practise: Role-play a feedback conversation and revise a client message.

Apply: Clarifying a brief, giving feedback and explaining a decision to a client.

Reflect: Review misunderstandings and gather feedback on clarity and tone. Meeting norms and manager feedback on real communications.

Reinforcement: Meeting norms and manager feedback on real communications.

Government

Practise: Simulate explaining a procedure and draft a clear grievance response.

Apply: Explaining requirements, listening to a complaint and communicating next steps.

Reflect: Review misunderstandings and gather feedback on clarity and tone. Supervisor review of anonymised correspondence and service explanations.

Reinforcement: Supervisor review of anonymised correspondence and service explanations.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Consideration domain

Recognising perspectives, needs and the effects of choices on others while preserving dignity.

Domain boundary: Noticing and responding to needs. Managing ongoing interpersonal trust is primarily Relationships.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Empathy, kindness and awareness of peers' needs. Including a peer, respecting time and offering help appropriately.	Discuss exclusion and rehearse inviting a peer to participate. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Respect for differences in resources, ability, background and experience. Planning group tasks around access needs and supporting peers without assumptions.	Adapt a group activity to different participation needs. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Considerate decisions about workloads, customers and accessibility. Scheduling fairly, responding to difficulties and avoiding humiliating feedback.	Review a workload dilemma and rehearse offering support. Adapt to role, sector, hierarchy and working arrangements.
Government	Patient, dignified service responsive to citizens' circumstances. Assisting citizens with disability, language or literacy barriers.	Simulate helping a citizen unfamiliar with a procedure. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.28 (Educational alignment). Direct connection to considerate behaviour and perspective-taking. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 4.7 (Educational connection). Perspective-taking and dignity support rights-aware, peaceful interaction. Align content explicitly with rights and peaceful conduct.

SDG 10.2 (Conditional). Recognising needs can support inclusive participation. Accessible institutional practices must accompany interpersonal learning.

Source references: NEP 2020 and SDG target pages listed in Sources.

Consideration learning delivery

Introduce: Explore a situation from several perspectives and identify overlooked needs.

Demonstrate: Show how to ask about needs and offer help without assuming.

Assess: Assess recognition of needs, respectful enquiry and reasoned responses.

Schools

Practise: Discuss exclusion and rehearse inviting a peer to participate.

Apply: Including a peer, respecting time and offering help appropriately.

Reflect: Ask whose needs were considered and invite appropriate feedback. Teacher prompts and classroom examples of thoughtful choices.

Reinforcement: Teacher prompts and classroom examples of thoughtful choices.

Colleges

Practise: Adapt a group activity to different participation needs.

Apply: Planning group tasks around access needs and supporting peers without assumptions.

Reflect: Ask whose needs were considered and invite appropriate feedback. Accessible group-work arrangements and peer feedback.

Reinforcement: Accessible group-work arrangements and peer feedback.

Corporate

Practise: Review a workload dilemma and rehearse offering support.

Apply: Scheduling fairly, responding to difficulties and avoiding humiliating feedback.

Reflect: Ask whose needs were considered and invite appropriate feedback. Team workload reviews and feedback from affected colleagues.

Reinforcement: Team workload reviews and feedback from affected colleagues.

Government

Practise: Simulate helping a citizen unfamiliar with a procedure.

Apply: Assisting citizens with disability, language or literacy barriers.

Reflect: Ask whose needs were considered and invite appropriate feedback. Service guidance, accessible practices and appropriate citizen feedback.

Reinforcement: Service guidance, accessible practices and appropriate citizen feedback.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Relationships domain

Trust, inclusion, consent, professional boundaries and constructive management of conflict.

Domain boundary: Trust, inclusion, consent and boundaries. Citizen-service duties also connect to Responsibility.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Friendship, inclusion, consent, boundaries and safe help-seeking. Borrowing belongings, respecting personal space and responding to bullying.	Practise seeking permission, refusing respectfully and asking for help. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Healthy peer relationships, teamwork, consent and respectful networking. Sharing group responsibilities and navigating power differences.	Role-play a team conflict and a boundary-setting conversation. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Trust, collaboration, inclusive leadership and professional boundaries. Working across hierarchy, handling conflict and responding to inappropriate behaviour.	Rehearse a conflict discussion and a response to a boundary breach. Adapt to role, sector, hierarchy and working arrangements.
Government	Respectful citizen and colleague relationships, impartiality and appropriate boundaries. Avoiding preferential treatment and handling personal requests for official favours.	Discuss a favouritism case and rehearse a professional refusal. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.23; 4.28 (Educational alignment). Consent and boundaries are ICER applications of respect and dignity. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 4.7 (Educational connection). Consent, inclusion and nonviolent conflict responses support rights and equality. Design age-appropriate activities and support routes.

SDG 10.2 (Conditional). Inclusive relationships support participation across backgrounds. Relationship skills alone do not establish broader social inclusion.

SDG 16.2 (Conditional). School content on boundaries and safe help-seeking can support protection. Relevant when safeguarding is explicit and backed by protective systems.

Source references: NEP 2020 and SDG target pages listed in Sources.

Relationships learning delivery

Introduce: Use cases to explore trust, consent, boundaries and power differences.

Demonstrate: Model permission-seeking, respectful refusal and safe help-seeking.

Assess: Assess boundary recognition, inclusion, conflict responses and support-route knowledge.

Schools

Practise: Practise seeking permission, refusing respectfully and asking for help.

Apply: Borrowing belongings, respecting personal space and responding to bullying.

Reflect: Review fictional or anonymised cases and reinforce support routes. Trusted-adult routes and classroom expectations.

Reinforcement: Trusted-adult routes and classroom expectations.

Colleges

Practise: Role-play a team conflict and a boundary-setting conversation.

Apply: Sharing group responsibilities and navigating power differences.

Reflect: Review fictional or anonymised cases and reinforce support routes. Mentoring, group agreements and clear support routes.

Reinforcement: Mentoring, group agreements and clear support routes.

Corporate

Practise: Rehearse a conflict discussion and a response to a boundary breach.

Apply: Working across hierarchy, handling conflict and responding to inappropriate behaviour.

Reflect: Review fictional or anonymised cases and reinforce support routes. Managers model respect and reinforce appropriate reporting routes.

Reinforcement: Managers model respect and reinforce appropriate reporting routes.

Government

Practise: Discuss a favouritism case and rehearse a professional refusal.

Apply: Avoiding preferential treatment and handling personal requests for official favours.

Reflect: Review fictional or anonymised cases and reinforce support routes. Supervisor guidance on boundaries and impartial treatment.

Reinforcement: Supervisor guidance on boundaries and impartial treatment.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Digital domain

Respectful digital communication, privacy, consent and responsible information sharing.

Domain boundary: Conduct in digital settings. General technical ICT competence is outside this domain's full scope.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Safe online participation, message etiquette and photograph privacy. Group chats, games and sharing a classmate's photograph.	Review a sharing scenario and rewrite an unkind group-chat message. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Digital reputation, responsible social media and online collaboration. Posting about others, sharing group documents and communicating online.	Review a public post and set respectful collaboration expectations. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Email and virtual meeting conduct, confidentiality and information sharing. Selecting recipients, handling sensitive documents and respecting availability.	Check a sample email and simulate a virtual meeting. Adapt to role, sector, hierarchy and working arrangements.
Government	Official digital channels, accurate guidance and protection of citizen information. Sending service updates and handling citizen information through approved channels.	Review a fictional service message and identify inappropriate information sharing. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.23 (Educational alignment). Online etiquette, consent and privacy are interpretive applications. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 4.4 (Indirect). Digital conduct complements ICT and online collaboration skills. Digital etiquette does not cover the full ICT skill set in indicator 4.4.1.

SDG 4.7 (Educational connection). Apply rights-aware and respectful citizenship to digital participation. Privacy and online etiquette are applications, not named target requirements.

Source references: NEP 2020 and SDG target pages listed in Sources.

Digital learning delivery

Introduce: Compare messages, posts and sharing decisions in relevant digital settings.

Demonstrate: Demonstrate recipient checks, consent and appropriate channel selection.

Assess: Assess message quality, consent choices, channel selection and privacy-risk recognition.

Schools

Practise: Review a sharing scenario and rewrite an unkind group-chat message.

Apply: Group chats, games and sharing a classmate's photograph.

Reflect: Review anonymised examples and discuss repair after a digital mistake. Age-appropriate reminders and trusted-adult support.

Reinforcement: Age-appropriate reminders and trusted-adult support.

Colleges

Practise: Review a public post and set respectful collaboration expectations.

Apply: Posting about others, sharing group documents and communicating online.

Reflect: Review anonymised examples and discuss repair after a digital mistake. Peer agreements and privacy-conscious platform use.

Reinforcement: Peer agreements and privacy-conscious platform use.

Corporate

Practise: Check a sample email and simulate a virtual meeting.

Apply: Selecting recipients, handling sensitive documents and respecting availability.

Reflect: Review anonymised examples and discuss repair after a digital mistake. Manager modelling and approved communication practices.

Reinforcement: Manager modelling and approved communication practices.

Government

Practise: Review a fictional service message and identify inappropriate information sharing.

Apply: Sending service updates and handling citizen information through approved channels.

Reflect: Review anonymised examples and discuss repair after a digital mistake. Approved channel guidance and supervisor review of anonymised examples.

Reinforcement: Approved channel guidance and supervisor review of anonymised examples.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Community domain

Considerate use of shared environments, accessibility, common resources and public facilities.

Domain boundary: Shared environments and resources. Interpersonal inclusion also connects to Relationships.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Care for classrooms, dining areas, common resources and public spaces. Queues, borrowed resources, cleanliness and respect for support staff.	Walk through a shared area and propose a considerate improvement. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Responsible campus participation, shared facilities and community engagement. Noise, shared accommodation, common facilities and service activities.	Audit a campus space and plan an improvement with affected users. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Considerate use of workplaces, equipment, facilities and resources. Meeting rooms, common areas, travel, meals and visits.	Review a shared-workspace issue and agree practical actions. Adapt to role, sector, hierarchy and working arrangements.
Government	Accessible public facilities and stewardship of public resources. Service-counter queues, seating, signage and shared facilities.	Audit a public-facing service area and propose access improvements. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.23; 4.28; 11.8 (Educational alignment). Connect shared-space conduct to explicit resource care and service. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 12.8 (Conditional). Explicit resource-care learning supports sustainable everyday choices. Dining or queuing manners alone do not establish sustainability relevance.

SDG 10.2 (Conditional). Accessible shared spaces can support inclusive participation. Behaviour learning must be supported by accessible facilities and practices.

Source references: NEP 2020 and SDG target pages listed in Sources.

Community learning delivery

Introduce: Explore how everyday behaviour affects shared spaces and resources.

Demonstrate: Demonstrate considerate queuing, dining and care for facilities.

Assess: Assess observed conduct, resource care and the quality of practical improvements.

Schools

Practise: Walk through a shared area and propose a considerate improvement.

Apply: Queues, borrowed resources, cleanliness and respect for support staff.

Reflect: Review whether changes improve comfort, access and participation. Classroom responsibilities and teacher modelling.

Reinforcement: Classroom responsibilities and teacher modelling.

Colleges

Practise: Audit a campus space and plan an improvement with affected users.

Apply: Noise, shared accommodation, common facilities and service activities.

Reflect: Review whether changes improve comfort, access and participation. Student groups and facility-use agreements.

Reinforcement: Student groups and facility-use agreements.

Corporate

Practise: Review a shared-workspace issue and agree practical actions.

Apply: Meeting rooms, common areas, travel, meals and visits.

Reflect: Review whether changes improve comfort, access and participation. Team routines and respect for maintenance and support staff.

Reinforcement: Team routines and respect for maintenance and support staff.

Government

Practise: Audit a public-facing service area and propose access improvements.

Apply: Service-counter queues, seating, signage and shared facilities.

Reflect: Review whether changes improve comfort, access and participation. Supervisor follow-through and appropriate user feedback.

Reinforcement: Supervisor follow-through and appropriate user feedback.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Culture domain

Cultural curiosity, contextual judgement and respectful adaptation without stereotyping.

Domain boundary: Cultural understanding and adaptation. Equal treatment also connects to Responsibility.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Curiosity about customs, diverse households and ways of showing respect. Different languages, celebrations and family practices.	Discuss varied customs and practise asking a respectful question. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Intercultural interaction and inclusive campus participation. Regional or international peers and inclusive campus events.	Plan an inclusive event and clarify unfamiliar expectations. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Cross-cultural teamwork, client engagement and business conduct. Introductions, hospitality, meeting styles and international interactions.	Simulate an unfamiliar client interaction and clarify preferences. Adapt to role, sector, hierarchy and working arrangements.
Government	Linguistic and cultural sensitivity and appropriate official protocol. Serving diverse communities and arranging inclusive official occasions.	Discuss a cultural misunderstanding and rehearse clarification. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.28; 4.29 (Educational alignment). Supports culturally responsive examples and respectful adaptation. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 4.7 (Educational connection). Cultural understanding directly supports global citizenship learning. Avoid stereotypes and token representation.

SDG 10.2 (Conditional). Respect across backgrounds can support inclusive interactions. Institutional access and equal treatment require additional measures.

Source references: NEP 2020 and SDG target pages listed in Sources.

Culture learning delivery

Introduce: Use diverse cases to explore customs, language and assumptions.

Demonstrate: Model respectful questions and clarification when customs are unfamiliar.

Assess: Assess respectful enquiry, avoidance of stereotypes and reasoned adaptation.

Schools

Practise: Discuss varied customs and practise asking a respectful question.

Apply: Different languages, celebrations and family practices.

Reflect: Examine assumptions and invite voluntary perspectives. Representative examples and inclusive classroom participation.

Reinforcement: Representative examples and inclusive classroom participation.

Colleges

Practise: Plan an inclusive event and clarify unfamiliar expectations.

Apply: Regional or international peers and inclusive campus events.

Reflect: Examine assumptions and invite voluntary perspectives. Voluntary cultural exchange and peer reflection.

Reinforcement: Voluntary cultural exchange and peer reflection.

Corporate

Practise: Simulate an unfamiliar client interaction and clarify preferences.

Apply: Introductions, hospitality, meeting styles and international interactions.

Reflect: Examine assumptions and invite voluntary perspectives. Team reflection and context-specific client preparation.

Reinforcement: Team reflection and context-specific client preparation.

Government

Practise: Discuss a cultural misunderstanding and rehearse clarification.

Apply: Serving diverse communities and arranging inclusive official occasions.

Reflect: Examine assumptions and invite voluntary perspectives. Context-specific guidance that preserves equal treatment.

Reinforcement: Context-specific guidance that preserves equal treatment.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Responsibility domain

Ethical judgement, duties, commitments, accountability and corrective action.

Domain boundary: Duties, ethical choices, accountability and repair. Personal routines also connect to Selfhood.

Audience	Emphasis and contexts	Practice and adaptation
Schools	Keeping commitments, honesty, classroom duties and repairing mistakes. Returning borrowed property, completing a group task and making amends.	Allocate classroom duties and rehearse repairing a mistake. Adapt for Grades 3–12, language, disability and learner readiness.
Colleges	Academic integrity, dependable teamwork and civic participation. Attribution, fair contributions and responsibility for group commitments.	Discuss an integrity dilemma and review a group commitment. Adapt to course, experience, access needs and emerging professional contexts.
Corporate	Ethical decisions, accountable delivery and appropriate escalation. Missed commitments, conflicts of interest and corrective action.	Discuss a conflict-of-interest case and prepare a corrective response. Adapt to role, sector, hierarchy and working arrangements.
Government	Integrity, impartiality, public duties and accountability for service failures. Explaining decisions, recognising conflicts of interest and correcting delays.	Discuss an impartiality dilemma and review a service failure. Adapt to department, service context, language and accessibility needs.

Educational connections

NEP 2020 4.23; 4.28; 11.8 (Educational alignment). Government and workplace duties are audience-specific extensions. Direct school/college relevance. Corporate/government applications extend educational principles.

SDG 16.6 (Conditional). Duties, accountability and corrective action can support institutional conduct. Institutional improvements require follow-up evidence beyond attendance.

SDG 16.7 (Conditional). Accountable, inclusive decisions support participation. Requires mechanisms that enable meaningful participation.

SDG 16.5 (Conditional). Explicit integrity and conflict-of-interest learning supports ethical conduct. Include anti-corruption content and institutional controls before claiming relevance.

Source references: NEP 2020 and SDG target pages listed in Sources.

Responsibility learning delivery

Introduce: Explore ethical dilemmas, commitments and the consequences of decisions.

Demonstrate: Model acknowledging errors, explaining impact and taking corrective action.

Assess: Assess ethical reasoning, dependable completion, ownership and corrective action.

Schools

Practise: Allocate classroom duties and rehearse repairing a mistake.

Apply: Returning borrowed property, completing a group task and making amends.

Reflect: Review commitments, consequences and corrective actions. Teacher modelling and proportionate follow-through.

Reinforcement: Teacher modelling and proportionate follow-through.

Colleges

Practise: Discuss an integrity dilemma and review a group commitment.

Apply: Attribution, fair contributions and responsibility for group commitments.

Reflect: Review commitments, consequences and corrective actions. Clear group responsibilities and mentor feedback.

Reinforcement: Clear group responsibilities and mentor feedback.

Corporate

Practise: Discuss a conflict-of-interest case and prepare a corrective response.

Apply: Missed commitments, conflicts of interest and corrective action.

Reflect: Review commitments, consequences and corrective actions. Manager follow-through and suitable concern-reporting routes.

Reinforcement: Manager follow-through and suitable concern-reporting routes.

Government

Practise: Discuss an impartiality dilemma and review a service failure.

Apply: Explaining decisions, recognising conflicts of interest and correcting delays.

Reflect: Review commitments, consequences and corrective actions. Supervisor case reviews and documented corrective action.

Reinforcement: Supervisor case reviews and documented corrective action.

Resources: fictional or anonymised cases, facilitator guidance, participant prompts and observation records, adapted to language, accessibility and role.

Common-core outcome bank

Each domain-cohort combination contains six outcomes. The tables retain all 336 outcome statements and their specific success criteria. The focus column connects topics with explicit cross-cutting capabilities. Evidence task, follow-up and rubric references link each record to the supporting guidance.

Use outcomes selectively to match programme scope. An outcome's listed proficiency is its learning target; learners demonstrate it with appropriate support, independently or in a changed context. A blank capability mark in the source indicates that the capability is not an explicit focus of that outcome.

Evidence and capability prompts

Judgement: explain the reason for the response. Adaptability: identify what changed and adjust appropriately. Reflection: examine the effect and identify an improvement. Courage: express a concern, refuse respectfully or seek support. Repair: acknowledge the effect and propose or carry out correction. Apply these prompts to the capabilities named in each outcome row.

Selfhood outcomes

Grades 3–5: Preparatory | Schools | D01-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-P35-R Recognise	Identify a feeling that can affect behaviour and explain when to ask a trusted adult for help. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D01-R-RB
D01-P35-A Apply	Use a pause-and-ask routine when frustrated during a classroom task. Topic: Emotions, habits, preparation and support Focus: Judgement	Names the feeling or need, pauses safely and requests appropriate support. E02 / F02 / D01-A-RB
D01-P35-T Adapt	Select and justify an adjusted response when facing an unfamiliar classroom task or change of plan. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Names the feeling or need, pauses safely and requests appropriate support. E03 / F03 / D01-T-RB
D01-P35-S1 Apply	Choose a personal-care and preparation routine for a school activity and explain how it helps participation. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F04 / D01-A-RB
D01-P35-S2 Apply	State when a task or request is too difficult or uncomfortable and ask a trusted adult for help. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F04 / D01-A-RB
D01-P35-I Influence	Model a helpful preparation routine and offer a friendly reminder to a classmate without shaming them. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E06 / F05 / D01-I-RB

Communication outcomes

Grades 3–5: Preparatory | Schools | D02-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-P35-R Recognise	Distinguish attentive listening from interrupting and explain how to ask for clarification. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D02-R-RB
D02-P35-A Apply	Listen to a short instruction, restate its meaning and ask a clear question if needed. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Allows the speaker to finish, conveys the main instruction and asks a relevant question. E02 / F02 / D02-A-RB
D02-P35-T Adapt	Select and justify an adjusted response when facing an instruction that is unclear or unfamiliar. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Allows the speaker to finish, conveys the main instruction and asks a relevant question. E03 / F03 / D02-T-RB
D02-P35-S1 Apply	Express thanks for a specific helpful action and give an apology with a practical repair in a fictional situation. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F04 / D02-A-RB
D02-P35-S2 Apply	Say no to an uncomfortable request or ask a trusted adult to clarify an instruction that seems unfair. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F04 / D02-A-RB
D02-P35-I Influence	Help a small group take turns speaking and invite a quiet classmate to contribute without pressure. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E06 / F05 / D02-I-RB

Consideration outcomes

Grades 3–5: Preparatory | Schools | D03-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-P35-R Recognise	Identify how exclusion or teasing may affect a classmate. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D03-R-RB
D03-P35-A Apply	Invite a classmate to join an activity and ask what would help them participate. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Invites without pressure, listens to the response and offers feasible help. E02 / F02 / D03-A-RB
D03-P35-T Adapt	Select and justify an adjusted response when facing a classmate whose participation needs are unfamiliar. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Invites without pressure, listens to the response and offers feasible help. E03 / F03 / D03-T-RB
D03-P35-S1 Apply	Ask whether a classmate wants help and respect their answer. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F04 / D03-A-RB
D03-P35-S2 Apply	Explain how a careless action affected a classmate and suggest a way to make things better. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F04 / D03-A-RB
D03-P35-I Influence	Help a group notice when someone has been left out and suggest a kind invitation. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E06 / F05 / D03-I-RB

Relationships outcomes

Grades 3–5: Preparatory | Schools | D04-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-P35-R Recognise	Identify situations that require permission and name a trusted adult for support. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D04-R-RB
D04-P35-A Apply	Ask before borrowing an item or entering another person's space and accept a refusal. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	Seeks permission, respects the answer and seeks adult help when needed. E02 / F02 / D04-A-RB
D04-P35-T Adapt	Select and justify an adjusted response when facing a request that makes the learner uncomfortable. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Seeks permission, respects the answer and seeks adult help when needed. E03 / F03 / D04-T-RB
D04-P35-S1 Apply	Ask before borrowing, touching or sharing something that belongs to another person and accept their answer. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F04 / D04-A-RB
D04-P35-S2 Apply	Listen to a fictional friendship misunderstanding and propose a safe next step without forcing an apology or friendship. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F04 / D04-A-RB
D04-P35-I Influence	Model permission-seeking in a shared activity and remind others that a refusal should be respected. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E06 / F05 / D04-I-RB

Digital outcomes

Grades 3–5: Preparatory | Schools | D05-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-P35-R Recognise	Identify why another person's photograph or private information should not be shared without permission. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D05-R-RB
D05-P35-A Apply	Choose whether to share a fictional photograph or message and explain the choice. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Checks permission, recognises private information and asks a trusted adult if unsure. E02 / F02 / D05-A-RB
D05-P35-T Adapt	Select and justify an adjusted response when facing an unexpected request to forward someone's information. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Checks permission, recognises private information and asks a trusted adult if unsure. E03 / F03 / D05-T-RB
D05-P35-S1 Apply	Ask a trusted adult to check an unfamiliar online claim before forwarding it. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F04 / D05-A-RB
D05-P35-S2 Apply	Tell a trusted adult about an accidental share and explain why it should not be forwarded again. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F04 / D05-A-RB
D05-P35-I Influence	Help create a simple class reminder about asking permission before sharing photographs. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E06 / F05 / D05-I-RB

Community outcomes

Grades 3–5: Preparatory | Schools | D06-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-P35-R Recognise	Explain how queues, cleanliness and care for shared belongings affect others. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D06-R-RB
D06-P35-A Apply	Use a shared classroom resource and return it ready for the next person. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Uses the resource considerably, restores it where feasible and reports a problem appropriately. E02 / F02 / D06-A-RB
D06-P35-T Adapt	Select and justify an adjusted response when facing a shared resource that is damaged or unavailable. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Uses the resource considerably, restores it where feasible and reports a problem appropriately. E03 / F03 / D06-T-RB
D06-P35-S1 Apply	Demonstrate considerate conduct at a shared meal, including asking about preferences and respecting another person's choice. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F04 / D06-A-RB
D06-P35-S2 Apply	Identify wasted or misplaced classroom resources and propose a practical way to care for them. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F04 / D06-A-RB
D06-P35-I Influence	Take an agreed classroom role that helps others use a shared space comfortably. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E06 / F05 / D06-I-RB

Culture outcomes

Grades 3–5: Preparatory | Schools | D07-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-P35-R Recognise	Recognise that families and communities may express respect in different ways. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D07-R-RB
D07-P35-A Apply	Ask a respectful question about an unfamiliar custom in a story. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Uses curious language, avoids ridicule and accepts that customs can differ. E02 / F02 / D07-A-RB
D07-P35-T Adapt	Select and justify an adjusted response when facing a story featuring a different greeting or household practice. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Uses curious language, avoids ridicule and accepts that customs can differ. E03 / F03 / D07-T-RB
D07-P35-S1 Apply	Choose a greeting after respectfully asking how another person prefers to be greeted. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F04 / D07-A-RB
D07-P35-S2 Apply	Recognise an exclusionary rule in a story and ask a trusted adult for help finding an inclusive alternative. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F04 / D07-A-RB
D07-P35-I Influence	Help choose examples for a class activity that welcome different families and customs. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E06 / F05 / D07-I-RB

Responsibility outcomes

Grades 3–5: Preparatory | Schools | D08-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-P35-R Recognise	Explain the difference between acknowledging a mistake and blaming someone else. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D08-R-RB
D08-P35-A Apply	Acknowledge a fictional mistake and propose an appropriate way to repair it. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Names the action and its effect, accepts responsibility and suggests feasible repair. E02 / F02 / D08-A-RB
D08-P35-T Adapt	Select and justify an adjusted response when facing a mistake that affects more than one classmate. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Names the action and its effect, accepts responsibility and suggests feasible repair. E03 / F03 / D08-T-RB
D08-P35-S1 Apply	Explain why a fictional unfair favour or taking credit for another person's work should be questioned. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F04 / D08-A-RB
D08-P35-S2 Apply	Report a fictional concern to a trusted adult using known facts and suggest an appropriate repair. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F04 / D08-A-RB
D08-P35-I Influence	Model keeping a classroom commitment and encourage fair sharing of group responsibilities. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E06 / F05 / D08-I-RB

Selfhood outcomes

Grades 6–8: Middle | Schools | D01-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-M68-R Recognise	Explain how emotions, time pressures and habits can affect personal choices. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D01-R-RB
D01-M68-A Apply	Create a plan for a school commitment and demonstrate a constructive response to a setback. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies priorities, chooses a safe coping strategy and asks for help where needed. E02 / F02 / D01-A-RB
D01-M68-T Adapt	Select and justify an adjusted response when facing an unexpected clash between school commitments. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies priorities, chooses a safe coping strategy and asks for help where needed. E03 / F03 / D01-T-RB
D01-M68-S1 Apply	Plan personal-care and readiness choices for a school visit without judging peers by appearance or possessions. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F04 / D01-A-RB
D01-M68-S2 Apply	Explain a personal limit and request support when commitments or peer pressure become difficult. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F04 / D01-A-RB
D01-M68-I Influence	Help a group agree preparation routines that support different needs without policing personal appearance. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E07 / F05 / D01-I-RB

Communication outcomes

Grades 6–8: Middle | Schools | D02-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-M68-R Recognise	Identify the difference between assertive, passive and aggressive communication. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D02-R-RB
D02-M68-A Apply	Express disagreement, give a reason and summarise the other person's view. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	States a view clearly, represents the other view fairly and avoids personal attacks. E02 / F02 / D02-A-RB
D02-M68-T Adapt	Select and justify an adjusted response when facing a disagreement in which both sides have reasonable needs. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. States a view clearly, represents the other view fairly and avoids personal attacks. E03 / F03 / D02-T-RB
D02-M68-S1 Apply	Give specific appreciation and practise an apology that includes ownership and repair. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F04 / D02-A-RB
D02-M68-S2 Apply	Refuse peer pressure or question a seemingly unfair instruction using a safe, respectful support route. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F04 / D02-A-RB
D02-M68-I Influence	Facilitate a short peer discussion using turn-taking and respectful disagreement. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E07 / F05 / D02-I-RB

Consideration outcomes

Grades 6–8: Middle | Schools | D03-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-M68-R Recognise	Explain how assumptions can overlook a peer's needs or circumstances. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D03-R-RB
D03-M68-A Apply	Ask about participation needs and adapt a group activity to include a peer. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Asks rather than assumes, considers options and avoids embarrassing the peer. E02 / F02 / D03-A-RB
D03-M68-T Adapt	Select and justify an adjusted response when facing conflicting access or participation needs within a group. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Asks rather than assumes, considers options and avoids embarrassing the peer. E03 / F03 / D03-T-RB
D03-M68-S1 Apply	Offer help privately after asking about a peer's preference and avoid unnecessary disclosure. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F04 / D03-A-RB
D03-M68-S2 Apply	Review how a group decision affected a peer and propose a considerate correction. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F04 / D03-A-RB
D03-M68-I Influence	Help a group check who may be overlooked and adjust participation arrangements. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E07 / F05 / D03-I-RB

Relationships outcomes

Grades 6–8: Middle | Schools | D04-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-M68-R Recognise	Recognise consent, boundary breaches, exclusion and situations requiring adult support. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D04-R-RB
D04-M68-A Apply	Refuse an uncomfortable request respectfully and identify a safe support route. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	States the boundary clearly, avoids unsafe confrontation and identifies trusted support. E02 / F02 / D04-A-RB
D04-M68-T Adapt	Select and justify an adjusted response when facing pressure from a friend or older student. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. States the boundary clearly, avoids unsafe confrontation and identifies trusted support. E03 / F03 / D04-T-RB
D04-M68-S1 Apply	Seek permission for a shared activity and explain how to respond when consent changes. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F04 / D04-A-RB
D04-M68-S2 Apply	Propose a response to a peer conflict that protects boundaries and allows safe help-seeking. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F04 / D04-A-RB
D04-M68-I Influence	Help peers agree inclusive group norms and model consent without acting as an investigator. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E07 / F05 / D04-I-RB

Digital outcomes

Grades 6–8: Middle | Schools | D05-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-M68-R Recognise	Explain how group-chat behaviour, consent and digital permanence affect others. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D05-R-RB
D05-M68-A Apply	Respond safely to a fictional harmful group-chat exchange or unwanted image-sharing request. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Avoids forwarding harmful content, protects privacy and uses an appropriate support route. E02 / F02 / D05-A-RB
D05-M68-T Adapt	Select and justify an adjusted response when facing pressure to forward content or join online ridicule. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Avoids forwarding harmful content, protects privacy and uses an appropriate support route. E03 / F03 / D05-T-RB
D05-M68-S1 Apply	Check the source and context of an online claim before choosing whether to share it. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F04 / D05-A-RB
D05-M68-S2 Apply	Respond to a fictional accidental disclosure by stopping forwarding and seeking suitable adult support. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F04 / D05-A-RB
D05-M68-I Influence	Help peers develop a reminder about consent, accuracy and privacy in a class group chat. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E07 / F05 / D05-I-RB

Community outcomes

Grades 6–8: Middle | Schools | D06-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-M68-R Recognise	Identify how shared-space practices can create discomfort or barriers to participation. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D06-R-RB
D06-M68-A Apply	Review a school common area and propose a practical improvement for access or resource care. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies a specific issue, considers users and proposes a feasible respectful change. E02 / F02 / D06-A-RB
D06-M68-T Adapt	Select and justify an adjusted response when facing a space with competing uses or limited resources. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies a specific issue, considers users and proposes a feasible respectful change. E03 / F03 / D06-T-RB
D06-M68-S1 Apply	Plan a shared class meal with considerate queuing, different food needs and respect for choice. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F04 / D06-A-RB
D06-M68-S2 Apply	Propose an improvement to water, material or shared-facility use at school. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F04 / D06-A-RB
D06-M68-I Influence	Help implement an agreed shared-space improvement and gather simple user feedback. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E07 / F05 / D06-I-RB

Culture outcomes

Grades 6–8: Middle | Schools | D07-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-M68-R Recognise	Identify a stereotype and explain why it may misrepresent a person or community. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D07-R-RB
D07-M68-A Apply	Clarify an unfamiliar custom without assigning it to everyone from that background. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Asks respectfully, recognises individual preference and avoids generalisation. E02 / F02 / D07-A-RB
D07-M68-T Adapt	Select and justify an adjusted response when facing conflicting expectations about greetings or participation. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Asks respectfully, recognises individual preference and avoids generalisation. E03 / F03 / D07-T-RB
D07-M68-S1 Apply	Adapt a greeting or group activity after asking about unfamiliar preferences or customs. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F04 / D07-A-RB
D07-M68-S2 Apply	Question a stereotype or exclusionary custom respectfully and suggest an inclusive alternative. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F04 / D07-A-RB
D07-M68-I Influence	Help prepare a group activity that represents different backgrounds without stereotypes. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E07 / F05 / D07-I-RB

Responsibility outcomes

Grades 6–8: Middle | Schools | D08-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-M68-R Recognise	Explain how commitments and honesty support trust in group work. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D08-R-RB
D08-M68-A Apply	Agree a group responsibility, report progress and propose repair if a commitment is missed. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Clarifies responsibility, communicates difficulty early and proposes a realistic corrective action. E02 / F02 / D08-A-RB
D08-M68-T Adapt	Select and justify an adjusted response when facing a deadline that cannot be met as planned. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Clarifies responsibility, communicates difficulty early and proposes a realistic corrective action. E03 / F03 / D08-T-RB
D08-M68-S1 Apply	Identify unfair credit or a personal favour in a group task and propose a fair response. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F04 / D08-A-RB
D08-M68-S2 Apply	Raise a fictional safety or integrity concern with a trusted adult using facts rather than rumours. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F04 / D08-A-RB
D08-M68-I Influence	Help a group assign duties fairly and review missed commitments without blame or humiliation. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E07 / F05 / D08-I-RB

Selfhood outcomes

Grades 9–10: Secondary | Schools | D01-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-S910-R Recognise	Explain how personal habits, stress and biases can affect decisions and participation. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D01-R-RB
D01-S910-A Apply	Prepare for a presentation or group task and demonstrate managing pressure constructively. Topic: Emotions, habits, preparation and support Focus: Judgement	Shows preparation, recognises the difficulty and responds without demeaning self or others. E02 / F02 / D01-A-RB
D01-S910-T Adapt	Select and justify an adjusted response when facing a setback or unexpected question during the task. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Shows preparation, recognises the difficulty and responds without demeaning self or others. E03 / F03 / D01-T-RB
D01-S910-S1 Apply	Choose context-appropriate personal-care and preparation practices for a visit or presentation without ranking people by appearance. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F04 / D01-A-RB
D01-S910-S2 Apply	Explain limits and negotiate support or a revised commitment when demands conflict. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F04 / D01-A-RB
D01-S910-I Influence	Help peers agree realistic preparation expectations and review whether they work for everyone. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E07 / F05 / D01-I-RB

Communication outcomes

Grades 9–10: Secondary | Schools | D02-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-S910-R Recognise	Explain how purpose, audience and channel influence effective communication. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D02-R-RB
D02-S910-A Apply	Deliver a short explanation and handle a challenging question through listening and clarification. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Organises the explanation, answers respectfully and checks understanding. E02 / F02 / D02-A-RB
D02-S910-T Adapt	Select and justify an adjusted response when facing an audience with different knowledge or communication needs. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Organises the explanation, answers respectfully and checks understanding. E03 / F03 / D02-T-RB
D02-S910-S1 Apply	Give specific appreciation and deliver an apology that acknowledges impact and proposes repair. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F04 / D02-A-RB
D02-S910-S2 Apply	Challenge an unfair group instruction or refuse pressure respectfully, using support when power or safety is a concern. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F04 / D02-A-RB
D02-S910-I Influence	Facilitate a group discussion that includes disagreement and checks that participants are heard. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E07 / F05 / D02-I-RB

Consideration outcomes

Grades 9–10: Secondary | Schools | D03-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-S910-R Recognise	Identify competing needs in a social or school dilemma and explain their likely effects. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D03-R-RB
D03-S910-A Apply	Propose a considerate response that balances participation, dignity and practical constraints. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies affected people, explains trade-offs and avoids stereotyping or humiliation. E02 / F02 / D03-A-RB
D03-S910-T Adapt	Select and justify an adjusted response when facing a dilemma with no option that meets every preference. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies affected people, explains trade-offs and avoids stereotyping or humiliation. E03 / F03 / D03-T-RB
D03-S910-S1 Apply	Offer assistance while protecting privacy and respecting the person's decision. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F04 / D03-A-RB
D03-S910-S2 Apply	Review an unintended effect of a group choice and propose a correction informed by affected people. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F04 / D03-A-RB
D03-S910-I Influence	Help a group use a participation check before making decisions about an activity. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E07 / F05 / D03-I-RB

Relationships outcomes

Grades 9–10: Secondary | Schools | D04-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-S910-R Recognise	Explain how consent, power differences and group pressure affect relationships. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D04-R-RB
D04-S910-A Apply	Set a boundary or respond safely to exclusion in a realistic role-play. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	Communicates the boundary, considers safety and chooses suitable help or escalation. E02 / F02 / D04-A-RB
D04-S910-T Adapt	Select and justify an adjusted response when facing pressure from an influential peer or group. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Communicates the boundary, considers safety and chooses suitable help or escalation. E03 / F03 / D04-T-RB
D04-S910-S1 Apply	Seek and respect consent in a realistic social scenario, including withdrawal and unequal power. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F04 / D04-A-RB
D04-S910-S2 Apply	Propose a trust-repair conversation after a disagreement without requiring reconciliation or unsafe contact. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F04 / D04-A-RB
D04-S910-I Influence	Model boundaries and help peers agree group norms and safe support routes. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E07 / F05 / D04-I-RB

Digital outcomes

Grades 9–10: Secondary | Schools | D05-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-S910-R Recognise	Explain how audience, consent, accuracy and permanence affect digital sharing. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D05-R-RB
D05-S910-A Apply	Review a fictional post or message and revise it to protect privacy and communicate responsibly. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Checks accuracy and permission, removes unnecessary personal details and chooses a suitable channel. E02 / F02 / D05-A-RB
D05-S910-T Adapt	Select and justify an adjusted response when facing content that is emotionally persuasive but unverified. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Checks accuracy and permission, removes unnecessary personal details and chooses a suitable channel. E03 / F03 / D05-T-RB
D05-S910-S1 Apply	Evaluate a digital claim's source and context and explain what remains uncertain before sharing. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F04 / D05-A-RB
D05-S910-S2 Apply	Plan a response to a fictional privacy error that limits further disclosure and uses appropriate support. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F04 / D05-A-RB
D05-S910-I Influence	Help create a peer reminder about verification, consent and responsible online participation. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E07 / F05 / D05-I-RB

Community outcomes

Grades 9–10: Secondary | Schools | D06-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-S910-R Recognise	Explain how accessibility and resource use affect participation in shared environments. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D06-R-RB
D06-S910-A Apply	Plan a school activity with arrangements for access, shared resources and considerate conduct. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies practical barriers, assigns responsibilities and proposes feasible adjustments. E02 / F02 / D06-A-RB
D06-S910-T Adapt	Select and justify an adjusted response when facing a change in venue, resources or participants' needs. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies practical barriers, assigns responsibilities and proposes feasible adjustments. E03 / F03 / D06-T-RB
D06-S910-S1 Apply	Plan considerate dining or hosting arrangements that accommodate access needs and individual preferences. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F04 / D06-A-RB
D06-S910-S2 Apply	Review a school event's waste or resource use and propose a feasible improvement. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F04 / D06-A-RB
D06-S910-I Influence	Help coordinate a shared-space improvement and use participant feedback to refine it. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E07 / F05 / D06-I-RB

Culture outcomes

Grades 9–10: Secondary | Schools | D07-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-S910-R Recognise	Explain the difference between cultural enquiry and stereotyping. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D07-R-RB
D07-S910-A Apply	Adapt an introduction or hosting interaction after clarifying another person's preferences. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Clarifies without ridicule, adapts reasonably and preserves personal boundaries. E02 / F02 / D07-A-RB
D07-S910-T Adapt	Select and justify an adjusted response when facing unfamiliar or conflicting customs. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Clarifies without ridicule, adapts reasonably and preserves personal boundaries. E03 / F03 / D07-T-RB
D07-S910-S1 Apply	Adapt a cultural or hosting interaction through respectful enquiry without stereotyping. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F04 / D07-A-RB
D07-S910-S2 Apply	Challenge a custom or rule that pressures or excludes someone and propose a respectful alternative. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F04 / D07-A-RB
D07-S910-I Influence	Help prepare an inclusive activity and check its examples for stereotypes or barriers. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E07 / F05 / D07-I-RB

Responsibility outcomes

Grades 9–10: Secondary | Schools | D08-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-S910-R Recognise	Identify an ethical issue involving honesty, fairness or group responsibility. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D08-R-RB
D08-S910-A Apply	Justify a decision in a school dilemma and propose accountability and repair. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Identifies the ethical issue, gives a reasoned choice and explains a corrective action. E02 / F02 / D08-A-RB
D08-S910-T Adapt	Select and justify an adjusted response when facing pressure to conceal a mistake or take unfair credit. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies the ethical issue, gives a reasoned choice and explains a corrective action. E03 / F03 / D08-T-RB
D08-S910-S1 Apply	Identify a conflict between personal interests and fair group decisions and explain an appropriate response. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F04 / D08-A-RB
D08-S910-S2 Apply	Raise a fictional concern using facts, a suitable support route and proposed corrective action. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F04 / D08-A-RB
D08-S910-I Influence	Help peers use transparent responsibilities and an agreed review of mistakes and repair. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E07 / F05 / D08-I-RB

Selfhood outcomes

Grades 11–12: Secondary | Schools | D01-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-S1112-R Recognise	Explain how self-awareness and preparation affect transitions to college or work. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D01-R-RB
D01-S1112-A Apply	Prepare for an interview or institutional role and respond constructively to feedback. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies preparation needs, listens to feedback and proposes a realistic adjustment. E02 / F02 / D01-A-RB
D01-S1112-T Adapt	Select and justify an adjusted response when facing unexpected criticism or a competing commitment. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies preparation needs, listens to feedback and proposes a realistic adjustment. E03 / F03 / D01-T-RB
D01-S1112-S1 Apply	Prepare personal-care and readiness choices for an interview or institutional role without equating appearance with competence or character. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F04 / D01-A-RB
D01-S1112-S2 Apply	Communicate a personal limit and negotiate a realistic adjustment to conflicting commitments. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F04 / D01-A-RB
D01-S1112-I Influence	Model constructive feedback and help a student team agree sustainable preparation routines. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E07 / F05 / D01-I-RB

Communication outcomes

Grades 11–12: Secondary | Schools | D02-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-S1112-R Recognise	Explain how credibility, audience and clarity affect professional or civic communication. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D02-R-RB
D02-S1112-A Apply	Present a reasoned proposal and respond respectfully to disagreement or clarification. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Supports the proposal, represents objections fairly and revises or clarifies where justified. E02 / F02 / D02-A-RB
D02-S1112-T Adapt	Select and justify an adjusted response when facing an audience that challenges the proposal's assumptions. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Supports the proposal, represents objections fairly and revises or clarifies where justified. E03 / F03 / D02-T-RB
D02-S1112-S1 Apply	Express professional appreciation and make an apology that includes accountable follow-through. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F04 / D02-A-RB
D02-S1112-S2 Apply	Question an unfair instruction or refuse an inappropriate request while recognising power differences and support needs. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F04 / D02-A-RB
D02-S1112-I Influence	Facilitate a proposal discussion that invites quieter voices and handles disagreement fairly. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E07 / F05 / D02-I-RB

Consideration outcomes

Grades 11–12: Secondary | Schools | D03-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-S1112-R Recognise	Explain how unequal resources, access and power can affect participation. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D03-R-RB
D03-S1112-A Apply	Plan a group activity that responds to identified access needs without singling people out. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Consults appropriately, preserves dignity and adjusts participation arrangements feasibly. E02 / F02 / D03-A-RB
D03-S1112-T Adapt	Select and justify an adjusted response when facing new needs emerging after the plan is agreed. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Consults appropriately, preserves dignity and adjusts participation arrangements feasibly. E03 / F03 / D03-T-RB
D03-S1112-S1 Apply	Offer support in a leadership or volunteering activity after checking needs and protecting privacy. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F04 / D03-A-RB
D03-S1112-S2 Apply	Review the impact of a planning decision and revise it in consultation with affected participants. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F04 / D03-A-RB
D03-S1112-I Influence	Help a student team consult participants before finalising an activity and review whose needs remain unmet. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E07 / F05 / D03-I-RB

Relationships outcomes

Grades 11–12: Secondary | Schools | D04-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-S1112-R Recognise	Identify boundary and consent issues in mentoring, leadership or emerging professional settings. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D04-R-RB
D04-S1112-A Apply	Navigate a role-play involving an inappropriate request or unequal power. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	States limits, recognises the power difference and identifies safe support. E02 / F02 / D04-A-RB
D04-S1112-T Adapt	Select and justify an adjusted response when facing pressure linked to an opportunity or position. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. States limits, recognises the power difference and identifies safe support. E03 / F03 / D04-T-RB
D04-S1112-S1 Apply	Navigate a consent or boundary issue involving a mentor or student leader and identify suitable support. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F04 / D04-A-RB
D04-S1112-S2 Apply	Propose safe repair after a breach of trust, respecting the affected person's choice about contact. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F04 / D04-A-RB
D04-S1112-I Influence	Model boundaries and help a student team establish inclusive participation and support expectations. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E07 / F05 / D04-I-RB

Digital outcomes

Grades 11–12: Secondary | Schools | D05-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-S1112-R Recognise	Explain confidentiality, consent and digital reputation in academic or emerging work settings. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D05-R-RB
D05-S1112-A Apply	Draft a professional message and make a justified decision about sharing sensitive information. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Uses a clear purpose, appropriate recipients and a privacy-conscious sharing decision. E02 / F02 / D05-A-RB
D05-S1112-T Adapt	Select and justify an adjusted response when facing a request to move sensitive information to an unsuitable channel. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Uses a clear purpose, appropriate recipients and a privacy-conscious sharing decision. E03 / F03 / D05-T-RB
D05-S1112-S1 Apply	Verify a claim intended for institutional sharing and communicate uncertainty responsibly. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F04 / D05-A-RB
D05-S1112-S2 Apply	Respond to a fictional confidential-information error with containment, appropriate reporting and correction. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F04 / D05-A-RB
D05-S1112-I Influence	Help a student team establish consent, verification and confidentiality checks for public communications. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E07 / F05 / D05-I-RB

Community outcomes

Grades 11–12: Secondary | Schools | D06-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-S1112-R Recognise	Explain the duties involved in hosting an event or representing an institution in public. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D06-R-RB
D06-S1112-A Apply	Plan an event or visit with access, resource care and considerate shared-space arrangements. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Considers users, allocates duties and includes a realistic contingency. E02 / F02 / D06-A-RB
D06-S1112-T Adapt	Select and justify an adjusted response when facing an unexpected accessibility or scheduling constraint. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Considers users, allocates duties and includes a realistic contingency. E03 / F03 / D06-T-RB
D06-S1112-S1 Apply	Plan a hosted meal or event with inclusive invitations, clear roles and appropriate dietary and access arrangements. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F04 / D06-A-RB
D06-S1112-S2 Apply	Propose a resource-care improvement for an institutional event or public visit. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F04 / D06-A-RB
D06-S1112-I Influence	Help coordinate an accessible event and review the effectiveness of shared-space arrangements. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E07 / F05 / D06-I-RB

Culture outcomes

Grades 11–12: Secondary | Schools | D07-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-S1112-R Recognise	Explain how to balance cultural adaptation with dignity, inclusion and boundaries. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D07-R-RB
D07-S1112-A Apply	Handle a cross-cultural hosting or introduction scenario through respectful clarification. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Explains the concern respectfully and proposes an inclusive alternative. E02 / F02 / D07-A-RB
D07-S1112-T Adapt	Select and justify an adjusted response when facing a customary expectation that excludes or pressures a participant. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Explains the concern respectfully and proposes an inclusive alternative. E03 / F03 / D07-T-RB
D07-S1112-S1 Apply	Apply context-appropriate hosting or introductory protocol after clarifying participants' preferences. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F04 / D07-A-RB
D07-S1112-S2 Apply	Challenge a discriminatory or exclusionary expectation and propose an inclusive alternative through a suitable route. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F04 / D07-A-RB
D07-S1112-I Influence	Help peers review event customs and protocol for inclusion while respecting individual choice. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E07 / F05 / D07-I-RB

Responsibility outcomes

Grades 11–12: Secondary | Schools | D08-SCH

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-S1112-R Recognise	Explain accountability and conflicts of interest in student leadership or institutional representation. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E01 / F01 / D08-R-RB
D08-S1112-A Apply	Resolve a leadership dilemma and explain responsibilities, trade-offs and corrective action. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Discloses the relevant conflict, proposes fair treatment and takes responsibility for consequences. E02 / F02 / D08-A-RB
D08-S1112-T Adapt	Select and justify an adjusted response when facing a personal relationship that may influence a decision. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Discloses the relevant conflict, proposes fair treatment and takes responsibility for consequences. E03 / F03 / D08-T-RB
D08-S1112-S1 Apply	Disclose a conflict of interest in a student leadership decision and propose impartial handling. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F04 / D08-A-RB
D08-S1112-S2 Apply	Raise an integrity concern responsibly and propose documented corrective action within the student's authority. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F04 / D08-A-RB
D08-S1112-I Influence	Model transparent decisions and help a student team review accountability and corrective action. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E07 / F05 / D08-I-RB

Selfhood outcomes

College learners: common core | Colleges | D01-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-COL-R Recognise	Explain how habits, commitments and feedback affect independent study and early professional readiness. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D01-R-RB
D01-COL-A Apply	Plan competing academic commitments and demonstrate a constructive response to feedback. Topic: Emotions, habits, preparation and support Focus: Judgement	Prioritises commitments, communicates constraints and makes a realistic adjustment. E02 / F06 / D01-A-RB
D01-COL-T Adapt	Select and justify an adjusted response when facing an unexpected change in deadlines or responsibilities. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Prioritises commitments, communicates constraints and makes a realistic adjustment. E03 / F07 / D01-T-RB
D01-COL-S1 Apply	Choose personal-care and readiness practices for a campus or internship context without judging others by possessions or appearance. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F08 / D01-A-RB
D01-COL-S2 Apply	Negotiate limits or support when academic, personal and internship commitments conflict. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F08 / D01-A-RB
D01-COL-I Influence	Model constructive feedback and help a project team agree realistic working and preparation habits. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E09 / F05 / D01-I-RB

Communication outcomes

College learners: common core | Colleges | D02-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-COL-R Recognise	Explain how communication expectations vary across peers, faculty and prospective employers. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D02-R-RB
D02-COL-A Apply	Deliver a presentation or interview response and write a clear professional follow-up. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Communicates a coherent point, listens accurately and adapts tone and detail. E02 / F06 / D02-A-RB
D02-COL-T Adapt	Select and justify an adjusted response when facing a challenging question or audience with different expertise. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Communicates a coherent point, listens accurately and adapts tone and detail. E03 / F07 / D02-T-RB
D02-COL-S1 Apply	Write specific professional appreciation and communicate an apology with agreed corrective action. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F08 / D02-A-RB
D02-COL-S2 Apply	Refuse an inappropriate request or challenge an unfair instruction in a project or internship through a suitable route. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F08 / D02-A-RB
D02-COL-I Influence	Facilitate a project discussion that includes differing views and records agreed next steps. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E09 / F05 / D02-I-RB

Consideration outcomes

College learners: common core | Colleges | D03-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-COL-R Recognise	Identify how resources, disability or background can affect participation in college activities. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D03-R-RB
D03-COL-A Apply	Consult peers and adapt a project plan to identified participation needs. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Seeks input without demanding disclosure, explains trade-offs and proposes workable inclusion. E02 / F06 / D03-A-RB
D03-COL-T Adapt	Select and justify an adjusted response when facing conflicting availability or access needs. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Seeks input without demanding disclosure, explains trade-offs and proposes workable inclusion. E03 / F07 / D03-T-RB
D03-COL-S1 Apply	Offer peer or community support with consent, privacy and attention to expressed needs. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F08 / D03-A-RB
D03-COL-S2 Apply	Review a project's unintended effects and revise actions in consultation with affected people. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F08 / D03-A-RB
D03-COL-I Influence	Help a project team consult participants and incorporate feedback into participation arrangements. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E09 / F05 / D03-I-RB

Relationships outcomes

College learners: common core | Colleges | D04-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-COL-R Recognise	Explain boundaries, consent and power differences in peer, faculty and internship relationships. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D04-R-RB
D04-COL-A Apply	Address a group conflict or inappropriate request using clear boundaries and suitable support. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	Separates the concern from personal attacks, recognises risk and chooses safe support. E02 / F06 / D04-A-RB
D04-COL-T Adapt	Select and justify an adjusted response when facing an issue involving a mentor or person controlling an opportunity. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Separates the concern from personal attacks, recognises risk and chooses safe support. E03 / F07 / D04-T-RB
D04-COL-S1 Apply	Set boundaries in networking, mentoring or internship interactions and respond appropriately to withdrawal of consent. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F08 / D04-A-RB
D04-COL-S2 Apply	Plan safe repair after a group conflict without demanding reconciliation or overlooking unequal power. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F08 / D04-A-RB
D04-COL-I Influence	Help peers establish respectful collaboration norms and identify appropriate support routes. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E09 / F05 / D04-I-RB

Digital outcomes

College learners: common core | Colleges | D05-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-COL-R Recognise	Explain how digital reputation, confidentiality, attribution and consent affect academic and professional participation. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D05-R-RB
D05-COL-A Apply	Review a collaborative document or social post and correct sharing or attribution problems. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Checks permission and attribution, limits unnecessary disclosure and uses an appropriate channel. E02 / F06 / D05-A-RB
D05-COL-T Adapt	Select and justify an adjusted response when facing an urgent request to share another person's work or information. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Checks permission and attribution, limits unnecessary disclosure and uses an appropriate channel. E03 / F07 / D05-T-RB
D05-COL-S1 Apply	Verify claims and attribution before sharing academic, campus or professional content. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F08 / D05-A-RB
D05-COL-S2 Apply	Respond to a fictional accidental disclosure with proportionate containment, reporting and correction. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F08 / D05-A-RB
D05-COL-I Influence	Help a project team establish checks for consent, attribution, accuracy and confidential information. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E09 / F05 / D05-I-RB

Community outcomes

College learners: common core | Colleges | D06-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-COL-R Recognise	Explain responsibilities towards campus facilities and communities involved in service activities. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D06-R-RB
D06-COL-A Apply	Design a campus or community activity with user input, resource care and access arrangements. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Responds to expressed needs, avoids imposing assumptions and agrees feasible responsibilities. E02 / F06 / D06-A-RB
D06-COL-T Adapt	Select and justify an adjusted response when facing a change in community priorities or resource availability. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Responds to expressed needs, avoids imposing assumptions and agrees feasible responsibilities. E03 / F07 / D06-T-RB
D06-COL-S1 Apply	Plan campus hosting or a shared meal with accessible participation and respect for dietary and personal choices. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F08 / D06-A-RB
D06-COL-S2 Apply	Propose a practical improvement to campus or community-project resource use after consulting users. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F08 / D06-A-RB
D06-COL-I Influence	Help coordinate a community or campus improvement and review whether it responds to users' priorities. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E09 / F05 / D06-I-RB

Culture outcomes

College learners: common core | Colleges | D07-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-COL-R Recognise	Explain how cultural assumptions can affect campus interaction and professional opportunities. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D07-R-RB
D07-COL-A Apply	Plan an inclusive campus interaction or event using respectful enquiry about preferences. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Avoids generalisation, consults participants and offers respectful participation choices. E02 / F06 / D07-A-RB
D07-COL-T Adapt	Select and justify an adjusted response when facing conflicting traditions or unfamiliar social expectations. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Avoids generalisation, consults participants and offers respectful participation choices. E03 / F07 / D07-T-RB
D07-COL-S1 Apply	Adapt an intercultural campus or internship interaction after clarifying individual preferences. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F08 / D07-A-RB
D07-COL-S2 Apply	Challenge a stereotype or exclusionary practice through a respectful and suitable institutional route. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F08 / D07-A-RB
D07-COL-I Influence	Help peers review a campus event's representation and participation options for inclusion. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E09 / F05 / D07-I-RB

Responsibility outcomes

College learners: common core | Colleges | D08-COL

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-COL-R Recognise	Explain academic integrity, fair contribution and conflicts of interest in projects or internships. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D08-R-RB
D08-COL-A Apply	Resolve an integrity dilemma and document responsibilities and corrective action. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Identifies the issue, justifies a fair response and uses appropriate reporting or repair. E02 / F06 / D08-A-RB
D08-COL-T Adapt	Select and justify an adjusted response when facing pressure to misattribute work, conceal an error or favour a friend. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies the issue, justifies a fair response and uses appropriate reporting or repair. E03 / F07 / D08-T-RB
D08-COL-S1 Apply	Disclose a personal interest affecting a project, selection or internship decision and propose fair handling. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F08 / D08-A-RB
D08-COL-S2 Apply	Raise an academic or internship integrity concern using verifiable facts and suitable support. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F08 / D08-A-RB
D08-COL-I Influence	Model attribution and fair contribution and help a team review commitments and corrective action. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E09 / F05 / D08-I-RB

Selfhood outcomes

Employees: common core; adapt by role and sector | Corporate | D01-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-COR-R Recognise	Explain how preparation, emotions and bias affect professional reliability and working relationships. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D01-R-RB
D01-COR-A Apply	Prepare for a pressured work interaction and respond constructively to critical feedback. Topic: Emotions, habits, preparation and support Focus: Judgement	Clarifies priorities, remains respectful and communicates limits or support needs. E02 / F09 / D01-A-RB
D01-COR-T Adapt	Select and justify an adjusted response when facing an urgent change in priorities or an unexpected challenge. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Clarifies priorities, remains respectful and communicates limits or support needs. E03 / F10 / D01-T-RB
D01-COR-S1 Apply	Choose personal-care and preparation practices suited to the role while respecting disability, cultural differences and individual circumstances. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F08 / D01-A-RB
D01-COR-S2 Apply	Communicate capacity limits and negotiate priorities or support without concealing delivery risks. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F08 / D01-A-RB
D01-COR-I Influence	Model constructive feedback and help colleagues agree realistic preparation and working practices. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E09 / F05 / D01-I-RB

Communication outcomes

Employees: common core; adapt by role and sector | Corporate | D02-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-COR-R Recognise	Explain how purpose, audience and channel affect workplace communication. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D02-R-RB
D02-COR-A Apply	Clarify a brief, deliver constructive feedback and check the recipient's understanding. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	States expectations clearly, listens, avoids personal attacks and agrees next steps. E02 / F09 / D02-A-RB
D02-COR-T Adapt	Select and justify an adjusted response when facing a disagreement across roles or with a client. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. States expectations clearly, listens, avoids personal attacks and agrees next steps. E03 / F10 / D02-T-RB
D02-COR-S1 Apply	Express specific appreciation and acknowledge a work error with clear corrective follow-through. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F08 / D02-A-RB
D02-COR-S2 Apply	Refuse an inappropriate client request or question an unfair instruction using a safe organisational route. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F08 / D02-A-RB
D02-COR-I Influence	Facilitate a meeting that includes relevant perspectives and turns disagreement into clear next steps. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E09 / F05 / D02-I-RB

Consideration outcomes

Employees: common core; adapt by role and sector | Corporate | D03-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-COR-R Recognise	Identify the effects of workload, accessibility and personal circumstances on colleagues or customers. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D03-R-RB
D03-COR-A Apply	Respond to a workload or customer dilemma through respectful enquiry and a feasible adjustment. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Considers affected people, checks assumptions and explains a workable response. E02 / F09 / D03-A-RB
D03-COR-T Adapt	Select and justify an adjusted response when facing competing service and colleague needs. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Considers affected people, checks assumptions and explains a workable response. E03 / F10 / D03-T-RB
D03-COR-S1 Apply	Offer assistance to a colleague or customer after checking preferences and protecting personal information. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F08 / D03-A-RB
D03-COR-S2 Apply	Review a decision's unintended effects and propose repair with affected colleagues or customers. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F08 / D03-A-RB
D03-COR-I Influence	Help a team consult affected people before workload or customer-service changes. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E09 / F05 / D03-I-RB

Relationships outcomes

Employees: common core; adapt by role and sector | Corporate | D04-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-COR-R Recognise	Explain professional boundaries, power differences and inclusive collaboration. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D04-R-RB
D04-COR-A Apply	Handle a team conflict or boundary breach through respectful discussion and appropriate escalation. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	Maintains boundaries, recognises safety or power concerns and uses a suitable route. E02 / F09 / D04-A-RB
D04-COR-T Adapt	Select and justify an adjusted response when facing an issue involving a senior colleague or client. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Maintains boundaries, recognises safety or power concerns and uses a suitable route. E03 / F10 / D04-T-RB
D04-COR-S1 Apply	Seek appropriate permission and maintain boundaries across hierarchy, client contact and collaboration. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F08 / D04-A-RB
D04-COR-S2 Apply	Plan a conflict or trust-repair discussion without pressuring the affected person into reconciliation. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F08 / D04-A-RB
D04-COR-I Influence	Model inclusive collaboration and help a team agree boundaries and suitable support routes. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E09 / F05 / D04-I-RB

Digital outcomes

Employees: common core; adapt by role and sector | Corporate | D05-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-COR-R Recognise	Explain confidentiality, recipient checks, channel choice and respectful digital availability. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D05-R-RB
D05-COR-A Apply	Prepare a work message or virtual meeting and make a justified information-sharing decision. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Checks authorisation, purpose and recipients and avoids unnecessary disclosure. E02 / F09 / D05-A-RB
D05-COR-T Adapt	Select and justify an adjusted response when facing an urgent request to share sensitive information externally. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Checks authorisation, purpose and recipients and avoids unnecessary disclosure. E03 / F10 / D05-T-RB
D05-COR-S1 Apply	Verify a claim before using it in a client message, presentation or public post. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F08 / D05-A-RB
D05-COR-S2 Apply	Respond to a fictional confidentiality error using approved incident routes and corrective communication. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F08 / D05-A-RB
D05-COR-I Influence	Help a team establish practical checks for sharing, verification, confidentiality and digital availability. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E09 / F05 / D05-I-RB

Community outcomes

Employees: common core; adapt by role and sector | Corporate | D06-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-COR-R Recognise	Explain how shared facilities, travel and resource use affect colleagues and support personnel. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D06-R-RB
D06-COR-A Apply	Agree a practical improvement to a shared-workspace or workplace-event arrangement. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Consults users, considers accessibility and assigns feasible actions. E02 / F09 / D06-A-RB
D06-COR-T Adapt	Select and justify an adjusted response when facing a resource or access constraint affecting several teams. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Consults users, considers accessibility and assigns feasible actions. E03 / F10 / D06-T-RB
D06-COR-S1 Apply	Plan considerate business dining or hosting arrangements after checking participants' access and dietary needs. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F08 / D06-A-RB
D06-COR-S2 Apply	Propose a shared-workplace resource improvement with user consultation and clear ownership. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F08 / D06-A-RB
D06-COR-I Influence	Help implement a shared-space improvement and review its effect on access and resource care. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E09 / F05 / D06-I-RB

Culture outcomes

Employees: common core; adapt by role and sector | Corporate | D07-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-COR-R Recognise	Explain how cultural expectations can affect teamwork, meetings and client relationships. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D07-R-RB
D07-COR-A Apply	Clarify preferences and adapt a cross-cultural meeting or client interaction. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Avoids stereotypes, checks preferences and maintains inclusion and professional boundaries. E02 / F09 / D07-A-RB
D07-COR-T Adapt	Select and justify an adjusted response when facing conflicting expectations about hierarchy, hospitality or participation. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Avoids stereotypes, checks preferences and maintains inclusion and professional boundaries. E03 / F10 / D07-T-RB
D07-COR-S1 Apply	Apply context-appropriate business introductions or hospitality after checking preferences and relevant organisational guidance. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F08 / D07-A-RB
D07-COR-S2 Apply	Challenge an exclusionary custom or stereotyped assumption respectfully through a suitable route. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F08 / D07-A-RB
D07-COR-I Influence	Help colleagues prepare inclusive cross-cultural interactions and review feedback without generalising about groups. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E09 / F05 / D07-I-RB

Responsibility outcomes

Employees: common core; adapt by role and sector | Corporate | D08-COR

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-COR-R Recognise	Explain ethical accountability, conflicts of interest and duties to raise concerns appropriately. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D08-R-RB
D08-COR-A Apply	Resolve a work dilemma and communicate an error with a corrective-action proposal. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Identifies the conflict, uses relevant organisational guidance and owns corrective action. E02 / F09 / D08-A-RB
D08-COR-T Adapt	Select and justify an adjusted response when facing pressure to conceal a failure or give preferential treatment. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies the conflict, uses relevant organisational guidance and owns corrective action. E03 / F10 / D08-T-RB
D08-COR-S1 Apply	Recognise and disclose a conflict of interest or improper favour in a work decision. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F08 / D08-A-RB
D08-COR-S2 Apply	Raise a misconduct concern through a suitable organisational route using known facts and propose corrective follow-through. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F08 / D08-A-RB
D08-COR-I Influence	Model accountability and help a team review commitments, concern routes and corrective actions within its authority. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E09 / F05 / D08-I-RB

Selfhood outcomes

Public officials and employees: common core; adapt by department | Government | D01-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D01-GOV-R Recognise	Explain how personal bias, pressure and preparation can affect public-service conduct. Topic: Emotions, habits, preparation and support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D01-R-RB
D01-GOV-A Apply	Maintain composure while clarifying a frustrated citizen's concern in a simulation. Topic: Emotions, habits, preparation and support Focus: Judgement	Avoids retaliatory or dismissive language, recognises limits and seeks appropriate assistance. E02 / F11 / D01-A-RB
D01-GOV-T Adapt	Select and justify an adjusted response when facing an escalating interaction or an unfamiliar service request. Topic: Emotions, habits, preparation and support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Avoids retaliatory or dismissive language, recognises limits and seeks appropriate assistance. E03 / F12 / D01-T-RB
D01-GOV-S1 Apply	Choose readiness and personal-care practices appropriate to public duties without treating appearance or possessions as measures of citizens' worth. Topic: Personal care and readiness Focus: Judgement	Selects a feasible care or readiness practice suited to the activity. Does not equate appearance, clothing cost or possessions with character. E04 / F13 / D01-A-RB
D01-GOV-S2 Apply	Explain capacity or authority limits and seek suitable assistance while maintaining respectful service. Topic: Limits and support Focus: Judgement, Courage	States the difficulty or limit clearly, seeks appropriate support and proposes a feasible next step. E05 / F13 / D01-A-RB
D01-GOV-I Influence	Model composed public-service conduct and help colleagues agree practical preparation and support routines. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Models a practical routine, invites participation without shame and responds constructively to feedback. E09 / F05 / D01-I-RB

Communication outcomes

Public officials and employees: common core; adapt by department | Government | D02-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D02-GOV-R Recognise	Explain the importance of clear, accessible communication about procedures and decisions. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D02-R-RB
D02-GOV-A Apply	Explain a service requirement or grievance response and check the citizen's understanding. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement	Gives accurate next steps, avoids unnecessary jargon and checks understanding without blame. E02 / F11 / D02-A-RB
D02-GOV-T Adapt	Select and justify an adjusted response when facing a language, literacy or accessibility barrier. Topic: Listening, expression, disagreement and audience adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Gives accurate next steps, avoids unnecessary jargon and checks understanding without blame. E03 / F12 / D02-T-RB
D02-GOV-S1 Apply	Acknowledge a service error, apologise appropriately and communicate accurate corrective next steps. Topic: Gratitude and apology Focus: Judgement, Repair	Expresses specific appreciation or acknowledges an action and its effect. Where harm occurred, proposes practical repair rather than relying only on polite wording. E04 / F13 / D02-A-RB
D02-GOV-S2 Apply	Question an improper instruction or refuse an unofficial request using the appropriate departmental route. Topic: Respectful refusal and challenge Focus: Judgement, Courage	States the concern or refusal clearly, gives a relevant reason and selects a safe, respectful route for clarification or challenge. E05 / F13 / D02-A-RB
D02-GOV-I Influence	Help a service team improve clarity of explanations and include citizen feedback in communication reviews. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Creates opportunities to speak, models listening and checks that agreed meaning or next steps are understood. E09 / F05 / D02-I-RB

Consideration outcomes

Public officials and employees: common core; adapt by department | Government | D03-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D03-GOV-R Recognise	Identify how disability, limited resources or unfamiliarity with procedures can burden citizens. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D03-R-RB
D03-GOV-A Apply	Offer respectful assistance based on a citizen's stated needs in a service scenario. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement	Asks rather than assumes, preserves dignity and uses feasible accessible assistance. E02 / F11 / D03-A-RB
D03-GOV-T Adapt	Select and justify an adjusted response when facing competing needs among citizens waiting for service. Topic: Perspectives, dignity, access needs and thoughtful decisions Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Asks rather than assumes, preserves dignity and uses feasible accessible assistance. E03 / F12 / D03-T-RB
D03-GOV-S1 Apply	Offer citizen assistance after checking needs and consent while protecting dignity and privacy. Topic: Help and dignity Focus: Judgement	Asks whether help is wanted, respects the answer and avoids unnecessary exposure of personal circumstances. E04 / F13 / D03-A-RB
D03-GOV-S2 Apply	Review how a service decision burdened a citizen and propose a feasible corrective action. Topic: Impact and repair Focus: Judgement, Reflection, Repair	Identifies the effect on another person, seeks their perspective appropriately and proposes a feasible corrective action. E05 / F13 / D03-A-RB
D03-GOV-I Influence	Help colleagues identify recurring access barriers and consult affected users about improvements. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Seeks input from affected people, avoids assumptions and proposes an inclusion improvement based on their needs. E09 / F05 / D03-I-RB

Relationships outcomes

Public officials and employees: common core; adapt by department | Government | D04-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D04-GOV-R Recognise	Explain impartial treatment, professional boundaries and power differences in citizen interactions. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D04-R-RB
D04-GOV-A Apply	Respond to a request for an unofficial favour while maintaining respectful boundaries. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Courage	Avoids preferential treatment, explains the proper route and seeks guidance where needed. E02 / F11 / D04-A-RB
D04-GOV-T Adapt	Select and justify an adjusted response when facing a request from an influential person or personal acquaintance. Topic: Inclusion, boundaries, power differences and safe support Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Avoids preferential treatment, explains the proper route and seeks guidance where needed. E03 / F12 / D04-T-RB
D04-GOV-S1 Apply	Maintain professional boundaries and respect consent in citizen interactions, including unequal power. Topic: Consent and boundaries Focus: Judgement, Courage	Seeks specific permission without pressure, accepts withdrawal or refusal and identifies support if safety or power concerns arise. E04 / F13 / D04-A-RB
D04-GOV-S2 Apply	Propose a safe response after disrespectful treatment without requiring the citizen to reconcile or withdraw a concern. Topic: Conflict and trust repair Focus: Judgement, Reflection, Repair	Acknowledges the concern, listens without demanding reconciliation and proposes safe, agreed next steps. E05 / F13 / D04-A-RB
D04-GOV-I Influence	Model impartial, respectful dealings and help colleagues agree clear boundaries and support routes. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage	Models consent and boundaries, uses inclusive group expectations and directs concerns to appropriate support. E09 / F05 / D04-I-RB

Digital outcomes

Public officials and employees: common core; adapt by department | Government | D05-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D05-GOV-R Recognise	Explain the distinction between personal and official digital communication and the need to protect citizen information. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D05-R-RB
D05-GOV-A Apply	Prepare a fictional digital service response and select a suitable authorised channel. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement	Uses accurate information, checks authority and recipients and limits disclosure. E02 / F11 / D05-A-RB
D05-GOV-T Adapt	Select and justify an adjusted response when facing a request for citizen information through an unsuitable channel. Topic: Privacy, consent, messages, sharing and channel choice Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Uses accurate information, checks authority and recipients and limits disclosure. E03 / F12 / D05-T-RB
D05-GOV-S1 Apply	Verify service information and official claims before communicating them through an authorised channel. Topic: Accuracy and misinformation Focus: Judgement	Checks the source and context, distinguishes confirmed information from uncertainty and avoids amplifying unverified or harmful material. E04 / F13 / D05-A-RB
D05-GOV-S2 Apply	Respond to a fictional citizen-information disclosure using departmental containment and reporting procedures. Topic: Digital mistakes and confidentiality Focus: Judgement, Courage, Repair	Stops further inappropriate sharing, uses a suitable support or reporting route and proposes a correction that does not increase disclosure. E05 / F13 / D05-A-RB
D05-GOV-I Influence	Help colleagues implement practical checks for accurate digital guidance and protection of citizen information. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Explains practical digital checks, protects privacy and encourages consent and verification without public blame. E09 / F05 / D05-I-RB

Community outcomes

Public officials and employees: common core; adapt by department | Government | D06-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D06-GOV-R Recognise	Explain stewardship of public resources and accessibility in service environments. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D06-R-RB
D06-GOV-A Apply	Review a public-facing area and propose a feasible improvement to access, queuing or resource use. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement	Considers different users, preserves fair access and identifies responsible follow-through. E02 / F11 / D06-A-RB
D06-GOV-T Adapt	Select and justify an adjusted response when facing crowding, limited facilities or a changed service arrangement. Topic: Shared spaces, accessibility and practical improvements Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Considers different users, preserves fair access and identifies responsible follow-through. E03 / F12 / D06-T-RB
D06-GOV-S1 Apply	Plan an official hosted event with appropriate protocol, accessible participation and respect for dietary choices. Topic: Dining and hosting Focus: Judgement, Adaptability	Checks participants' needs or preferences, respects choice and uses considerate arrangements for shared meals or hosting. E04 / F13 / D06-A-RB
D06-GOV-S2 Apply	Propose an improvement to public-facility or resource use with clear responsibility and fair access. Topic: Resource care and public conduct Focus: Judgement	Identifies a practical resource or shared-space issue, considers affected users and proposes feasible action with appropriate responsibility. E05 / F13 / D06-A-RB
D06-GOV-I Influence	Help implement an authorised service-area improvement and review user feedback and resource care. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection	Coordinates an agreed action within authority, considers access and resource care and reviews user feedback. E09 / F05 / D06-I-RB

Culture outcomes

Public officials and employees: common core; adapt by department | Government | D07-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D07-GOV-R Recognise	Explain how linguistic and cultural diversity can affect public service and official occasions. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D07-R-RB
D07-GOV-A Apply	Clarify a citizen's preferences or adapt an official interaction without stereotyping. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability	Asks respectfully, preserves equal treatment and proposes a context-appropriate alternative. E02 / F11 / D07-A-RB
D07-GOV-T Adapt	Select and justify an adjusted response when facing a custom or protocol expectation that risks unequal treatment. Topic: Cultural enquiry, customs, stereotypes and adaptation Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Asks respectfully, preserves equal treatment and proposes a context-appropriate alternative. E03 / F12 / D07-T-RB
D07-GOV-S1 Apply	Apply context-appropriate official protocol while checking linguistic, cultural and accessibility needs. Topic: Inclusive customs and protocol Focus: Judgement, Adaptability	Clarifies preferences and adapts an interaction without stereotyping or treating one custom as universally correct. E04 / F13 / D07-A-RB
D07-GOV-S2 Apply	Question a customary expectation that risks unequal service and propose an inclusive alternative through a suitable route. Topic: Challenge exclusion Focus: Judgement, Courage	Explains how an expectation could exclude or pressure someone and proposes a respectful alternative that preserves dignity and boundaries. E05 / F13 / D07-A-RB
D07-GOV-I Influence	Help colleagues review official interactions for cultural sensitivity and equal treatment. Topic: Modelling conduct and improving group practices Focus: Judgement, Adaptability, Reflection	Uses diverse examples, avoids stereotypes and supports choice while addressing exclusion respectfully. E09 / F05 / D07-I-RB

Responsibility outcomes

Public officials and employees: common core; adapt by department | Government | D08-GOV

Outcome and level	Learning outcome and focus	Success criteria and evidence
D08-GOV-R Recognise	Explain public accountability, integrity, conflicts of interest and impartial decision-making. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement	Identifies the relevant principle or issue and explains its effect on people in the case. E08 / F01 / D08-R-RB
D08-GOV-A Apply	Analyse a service failure or integrity dilemma and propose an accountable corrective response. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Repair	Identifies the issue, refers to applicable departmental procedures and proposes documented corrective action. E02 / F11 / D08-A-RB
D08-GOV-T Adapt	Select and justify an adjusted response when facing pressure to conceal a delay, favour a person or accept an improper advantage. Topic: Ethics, duties, integrity, accountability and repair Focus: Judgement, Adaptability, Reflection	Adjusts to the changed circumstances and explains why. Identifies the issue, refers to applicable departmental procedures and proposes documented corrective action. E03 / F12 / D08-T-RB
D08-GOV-S1 Apply	Recognise and disclose a conflict of interest, improper advantage or request for preferential treatment through the appropriate route. Topic: Honesty and conflicts of interest Focus: Judgement, Courage	Identifies the honesty or conflict issue, discloses relevant facts appropriately and proposes a fair response using suitable guidance. E04 / F13 / D08-A-RB
D08-GOV-S2 Apply	Raise a public-service integrity concern using facts and departmental procedures and propose accountable correction. Topic: Concerns and corrective action Focus: Judgement, Courage, Repair	Identifies a concern, distinguishes known facts from assumptions, uses a safe support route and proposes accountable follow-through. E05 / F13 / D08-A-RB
D08-GOV-I Influence	Model impartial decisions and help colleagues review service failures and corrective action within their authority. Topic: Modelling conduct and improving group practices Focus: Judgement, Reflection, Courage, Repair	Models fair decisions and ownership, clarifies responsibilities and follows through on corrective action within authority. E09 / F05 / D08-I-RB

Role extension evidence

Role extensions supplement the common core. Each role table identifies its outcome, level, success criteria and linked rubric. These evidence approaches apply to all domains of the listed roles.

Role	Evidence task
Student leaders and class representatives	Observe a facilitated team contribution or authorised improvement task. Obtain proportionate participant feedback.
Peer mentors and student coordinators	Observe a facilitated team contribution or authorised improvement task. Obtain proportionate participant feedback.
Interns and placement participants	Use a role-specific fictional case or simulation, followed by an agreed practical example.
Client-facing employees	Use a role-specific fictional case or simulation, followed by an agreed practical example.
Managers and team leaders	Observe a facilitated team contribution or authorised improvement task. Obtain proportionate participant feedback.
Public-facing service officials	Use a role-specific fictional case or simulation, followed by an agreed practical example.
Administrative and policy staff	Use a role-specific fictional case or simulation, followed by an agreed practical example.
Supervisors and department leaders	Observe a facilitated team contribution or authorised improvement task. Obtain proportionate participant feedback.

Follow-up: Review a later role-relevant example. Record context, support and criteria met. Protect personal information.

Student leaders and class representatives

Role extensions | Schools | Influence

Use the learner's school grade-band outcomes. Younger learners work with adult support.

ID and domain	Role outcome	Success criteria
D01-SL-X Selfhood D01-I-RB	Organise a small group's preparation duties while recognising different needs and asking an adult for support when demands exceed the role.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-SL-X Communication D02-I-RB	Facilitate a class discussion that invites different views and records agreed next steps.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-SL-X Consideration D03-I-RB	Consult classmates before proposing a participation improvement and explain whose needs remain unmet.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-SL-X Relationships D04-I-RB	Model boundaries and inclusion and refer concerns to a trusted adult without investigating peers.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-SL-X Digital D05-I-RB	Help prepare class communications using consent and verification checks with adult oversight.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-SL-X Community D06-I-RB	Coordinate an agreed shared-space or event improvement with accessible participation.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-SL-X Culture D07-I-RB	Review a class activity's examples and customs for stereotypes or exclusion and suggest alternatives.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-SL-X Responsibility D08-I-RB	Allocate responsibilities transparently, acknowledge a missed commitment and help agree repair.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Peer mentors and student coordinators

Role extensions | Colleges | Influence

Use the college common core. Mentoring remains within agreed institutional boundaries.

ID and domain	Role outcome	Success criteria
D01-PM-X Selfhood D01-I-RB	Set realistic mentoring commitments and seek supervision when a peer's needs exceed the role.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-PM-X Communication D02-I-RB	Facilitate a mentoring or student-group discussion using listening and clear next steps.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-PM-X Consideration D03-I-RB	Consult students about participation barriers and propose a feasible support adjustment.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-PM-X Relationships D04-I-RB	Explain mentoring boundaries, respect confidentiality limits and refer concerns to appropriate support.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-PM-X Digital D05-I-RB	Prepare student-group messages that protect personal information and distinguish verified guidance from opinion.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-PM-X Community D06-I-RB	Coordinate a campus or community activity with user input and accessible arrangements.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-PM-X Culture D07-I-RB	Review mentoring examples for cultural assumptions and invite voluntary preferences.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-PM-X Responsibility D08-I-RB	Declare a personal interest in a student selection or allocation and propose impartial handling.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Interns and placement participants

Role extensions | Colleges | Apply

Use the college common core and the host institution's relevant guidance.

ID and domain	Role outcome	Success criteria
D01-IN-X Selfhood D01-A-RB	Prepare for assigned work and communicate capacity limits or support needs before a commitment is missed.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-IN-X Communication D02-A-RB	Clarify an assignment with a supervisor and provide an accurate progress update.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-IN-X Consideration D03-A-RB	Respond considerately to a colleague's workload or access need after asking about preferences.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-IN-X Relationships D04-A-RB	Maintain boundaries and respond to an inappropriate request through a suitable support route.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-IN-X Digital D05-A-RB	Handle a fictional work document using appropriate permission, attribution and channel checks.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-IN-X Community D06-A-RB	Use host facilities and equipment responsibly and report a shared-space problem appropriately.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-IN-X Culture D07-A-RB	Clarify unfamiliar workplace expectations without stereotyping or compromising personal boundaries.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-IN-X Responsibility D08-A-RB	Acknowledge an error or conflict of interest and propose correction within the intern's authority.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Client-facing employees

Role extensions | Corporate | Apply

Use the corporate common core and relevant sector procedures.

ID and domain	Role outcome	Success criteria
D01-CF-X Selfhood D01-A-RB	Maintain composure during a difficult client interaction and recognise when assistance is required.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-CF-X Communication D02-A-RB	Explain a service or decision clearly, check understanding and confirm realistic next steps.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-CF-X Consideration D03-A-RB	Adapt assistance to a client's stated needs while preserving choice and dignity.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-CF-X Relationships D04-A-RB	Maintain professional boundaries and refuse an inappropriate client request respectfully.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-CF-X Digital D05-A-RB	Verify recipients and permissions before sharing client information through approved channels.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-CF-X Community D06-A-RB	Arrange considerate client hosting or shared-space use with access and dietary preferences checked.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-CF-X Culture D07-A-RB	Clarify client preferences and adapt introductions or hospitality without cultural generalisation.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-CF-X Responsibility D08-A-RB	Explain a service error accurately, avoid unsupported promises and propose authorised corrective action.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Managers and team leaders

Role extensions | Corporate | Influence

Use the corporate common core. Adapt to actual management authority and organisational policy.

ID and domain	Role outcome	Success criteria
D01-MG-X Selfhood D01-I-RB	Model constructive feedback and revise team priorities when workload or preparation expectations are unrealistic.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-MG-X Communication D02-I-RB	Facilitate a meeting that includes relevant voices and records ownership of decisions and next steps.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-MG-X Consideration D03-I-RB	Consult affected staff before changing workloads and respond to access needs without unnecessary disclosure.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-MG-X Relationships D04-I-RB	Model appropriate boundaries and respond to an exclusion or harassment concern through established channels.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-MG-X Digital D05-I-RB	Set practical team expectations for confidentiality, sharing, verification and digital availability.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-MG-X Community D06-I-RB	Authorise or propose a shared-workplace improvement based on user needs and resource constraints.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-MG-X Culture D07-I-RB	Address stereotyped assumptions in team interactions and support context-sensitive client preparation.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-MG-X Responsibility D08-I-RB	Disclose conflicts, explain decisions and follow through on correction without retaliating against appropriate challenge.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Public-facing service officials

Role extensions | Government | Apply

Use the government common core and applicable departmental procedures.

ID and domain	Role outcome	Success criteria
D01-SF-X Selfhood D01-A-RB	Remain composed while clarifying a frustrated citizen's request and seek help when needed.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-SF-X Communication D02-A-RB	Explain requirements, available assistance and next steps in accessible language without blaming the citizen.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-SF-X Consideration D03-A-RB	Check a citizen's needs and offer feasible assistance for language, literacy or access barriers.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-SF-X Relationships D04-A-RB	Maintain impartial treatment and professional boundaries when an influential person requests a favour.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-SF-X Digital D05-A-RB	Verify official guidance and protect citizen information when using authorised digital channels.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-SF-X Community D06-A-RB	Identify an access or queuing problem and propose fair, feasible arrangements within authority.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-SF-X Culture D07-A-RB	Clarify linguistic or cultural preferences while preserving equal treatment and appropriate protocol.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-SF-X Responsibility D08-A-RB	Record a service difficulty accurately and use the proper route for escalation and corrective action.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Administrative and policy staff

Role extensions | Government | Apply

Use the government common core. These are conduct outcomes, not legal or policy-design qualifications.

ID and domain	Role outcome	Success criteria
D01-AP-X Selfhood D01-A-RB	Prepare accurate work and disclose workload or authority limits before deadlines or decisions are affected.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-AP-X Communication D02-A-RB	Write a clear official explanation or consultation summary that distinguishes facts, assumptions and decisions.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-AP-X Consideration D03-A-RB	Identify the participation burden of a proposed administrative process and seek affected users' perspectives.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-AP-X Relationships D04-A-RB	Handle representations or interdepartmental requests impartially and maintain appropriate boundaries.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-AP-X Digital D05-A-RB	Use official records and digital communications with appropriate access, accuracy and confidentiality checks.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-AP-X Community D06-A-RB	Propose a practical public-resource or facility arrangement that accounts for access and fair use.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-AP-X Culture D07-A-RB	Review public guidance or consultation arrangements for linguistic and cultural assumptions.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-AP-X Responsibility D08-A-RB	Disclose a conflict of interest and document a reasoned recommendation and appropriate review route.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Supervisors and department leaders

Role extensions | Government | Influence

Use the government common core and the person's actual delegated authority.

ID and domain	Role outcome	Success criteria
D01-GS-X Selfhood D01-I-RB	Model composed service and establish proportionate support for demanding citizen-facing work.	Identifies preparation or capacity needs, chooses a feasible response and seeks suitable help without shaming others.
D02-GS-X Communication D02-I-RB	Review citizen explanations and correspondence with staff and improve clarity using appropriate feedback.	Communicates accurately and clearly, listens to relevant perspectives and confirms understanding or next steps.
D03-GS-X Consideration D03-I-RB	Consult affected users and staff when reviewing recurring access barriers in service delivery.	Consults rather than assumes, preserves dignity and proposes a workable response to identified needs.
D04-GS-X Relationships D04-I-RB	Respond appropriately to a boundary or impartiality concern and protect suitable support and escalation routes.	Recognises boundaries and unequal power, avoids preferential or coercive conduct and uses appropriate support.
D05-GS-X Digital D05-I-RB	Reinforce accurate official communication and practical safeguards for citizen information.	Checks accuracy, permissions and recipients, uses suitable channels and limits unnecessary disclosure.
D06-GS-X Community D06-I-RB	Coordinate an authorised service-area improvement and review fair access and resource use.	Considers affected users, accessibility and resource care and acts within appropriate authority.
D07-GS-X Culture D07-I-RB	Review official interactions and events for equal treatment, cultural sensitivity and appropriate protocol.	Clarifies preferences, avoids stereotypes and preserves equal treatment, dignity and choice.
D08-GS-X Responsibility D08-I-RB	Review service failures, clarify corrective responsibility and respond to integrity concerns through departmental procedures.	Identifies duties or conflicts, distinguishes facts from assumptions and proposes accountable follow-through.

Schools institutional reinforcement

Responsible people: Teachers, facilitators and school leaders

Institutional provision is assessed separately from learner competence. Accessible arrangements and staff practices support learning but do not prove that every learner meets an outcome.

ID and domain	Institutional expectation	Evidence
D01-SCH-INST Selfhood	Model realistic preparation and calm help-seeking and provide accessible support for learners.	Agreed preparation or support arrangements, a modelled example and feedback on access to support.
D02-SCH-INST Communication	Provide regular listening and discussion routines and model respectful feedback and clarification.	An accessible communication example, an observed feedback or discussion routine and a documented improvement.
D03-SCH-INST Consideration	Consult learners about participation needs and adjust activities without public labelling.	An anonymised needs consultation, an agreed adjustment and feedback from affected participants.
D04-SCH-INST Relationships	Explain consent, boundaries and trusted-adult routes and respond to concerns through school procedures.	Clearly communicated boundaries and support routes, an appropriate practice example and proportionate follow-up.
D05-SCH-INST Digital	Set age-appropriate digital sharing expectations and model permission and accuracy checks.	Relevant sharing guidance, a fictional or anonymised practice example and records of any agreed correction.
D06-SCH-INST Community	Provide clear shared-space routines and include learners in feasible access and resource-care improvements.	A shared-space or resource plan with responsibilities and user feedback on an implemented improvement.
D07-SCH-INST Culture	Use diverse examples and review classroom customs for stereotypes and exclusion.	Examples or event arrangements reviewed for inclusion and documented changes where concerns arise.
D08-SCH-INST Responsibility	Make duties and consequences clear, model ownership of mistakes and allow respectful challenge.	Clear responsibilities, an anonymised corrective-action example and follow-through on an agreed concern.

Criteria: The responsible people can show the stated practice, an accessible route for participation or support, and action on relevant feedback. Record gaps and agreed improvements.

Timing: Review when a programme begins, when arrangements change and at an agreed follow-up. Set frequency locally.

Colleges institutional reinforcement

Responsible people: Faculty, facilitators, mentors and student-support teams

Institutional provision is assessed separately from learner competence. Accessible arrangements and staff practices support learning but do not prove that every learner meets an outcome.

ID and domain	Institutional expectation	Evidence
D01-COL-INST Selfhood	Clarify realistic academic or mentoring expectations and provide accessible support routes.	Agreed preparation or support arrangements, a modelled example and feedback on access to support.
D02-COL-INST Communication	Provide discussion, presentation and feedback opportunities with clear communication expectations.	An accessible communication example, an observed feedback or discussion routine and a documented improvement.
D03-COL-INST Consideration	Consult students about access and workload barriers and provide feasible participation alternatives.	An anonymised needs consultation, an agreed adjustment and feedback from affected participants.
D04-COL-INST Relationships	Clarify mentoring and internship boundaries and maintain appropriate support and reporting routes.	Clearly communicated boundaries and support routes, an appropriate practice example and proportionate follow-up.
D05-COL-INST Digital	Provide guidance on digital consent, attribution, confidentiality and verified institutional information.	Relevant sharing guidance, a fictional or anonymised practice example and records of any agreed correction.
D06-COL-INST Community	Consult users when arranging campus or community activities and assign resource-care responsibilities.	A shared-space or resource plan with responsibilities and user feedback on an implemented improvement.
D07-COL-INST Culture	Review examples and events for cultural assumptions and support voluntary participation choices.	Examples or event arrangements reviewed for inclusion and documented changes where concerns arise.
D08-COL-INST Responsibility	Clarify integrity and fair-contribution expectations and follow through on concerns and corrective action.	Clear responsibilities, an anonymised corrective-action example and follow-through on an agreed concern.

Criteria: The responsible people can show the stated practice, an accessible route for participation or support, and action on relevant feedback. Record gaps and agreed improvements.

Timing: Review when a programme begins, when arrangements change and at an agreed follow-up. Set frequency locally.

Corporate institutional reinforcement

Responsible people: Managers, facilitators and learning or HR teams

Institutional provision is assessed separately from learner competence. Accessible arrangements and staff practices support learning but do not prove that every learner meets an outcome.

ID and domain	Institutional expectation	Evidence
D01-COR-INST Selfhood	Set realistic preparation and workload expectations and model constructive feedback and help-seeking.	Agreed preparation or support arrangements, a modelled example and feedback on access to support.
D02-COR-INST Communication	Establish clear meeting, feedback and client-communication routines and check understanding.	An accessible communication example, an observed feedback or discussion routine and a documented improvement.
D03-COR-INST Consideration	Consult affected people before workload or service changes and provide appropriate access adjustments.	An anonymised needs consultation, an agreed adjustment and feedback from affected participants.
D04-COR-INST Relationships	Model boundaries and inclusion and respond to concerns through organisational support routes.	Clearly communicated boundaries and support routes, an appropriate practice example and proportionate follow-up.
D05-COR-INST Digital	Provide approved channel, confidentiality and sharing guidance and reasonable digital-availability expectations.	Relevant sharing guidance, a fictional or anonymised practice example and records of any agreed correction.
D06-COR-INST Community	Assign responsibilities for shared facilities and consult users about resource-care or access improvements.	A shared-space or resource plan with responsibilities and user feedback on an implemented improvement.
D07-COR-INST Culture	Review client and team practices for stereotypes and provide context-sensitive preparation.	Examples or event arrangements reviewed for inclusion and documented changes where concerns arise.
D08-COR-INST Responsibility	Clarify authority, conflicts and concern routes and document proportionate corrective action.	Clear responsibilities, an anonymised corrective-action example and follow-through on an agreed concern.

Criteria: The responsible people can show the stated practice, an accessible route for participation or support, and action on relevant feedback. Record gaps and agreed improvements.

Timing: Review when a programme begins, when arrangements change and at an agreed follow-up. Set frequency locally.

Government institutional reinforcement

Responsible people: Supervisors, departmental trainers and service leaders

Institutional provision is assessed separately from learner competence. Accessible arrangements and staff practices support learning but do not prove that every learner meets an outcome.

ID and domain	Institutional expectation	Evidence
D01-GOV-INST Selfhood	Provide preparation and support routines for demanding public-service interactions and model composure.	Agreed preparation or support arrangements, a modelled example and feedback on access to support.
D02-GOV-INST Communication	Maintain accessible service explanations and use appropriate feedback to improve official communication.	An accessible communication example, an observed feedback or discussion routine and a documented improvement.
D03-GOV-INST Consideration	Consult users about recurring access barriers and assign feasible service improvements.	An anonymised needs consultation, an agreed adjustment and feedback from affected participants.
D04-GOV-INST Relationships	Reinforce impartial treatment and professional boundaries and maintain appropriate concern routes.	Clearly communicated boundaries and support routes, an appropriate practice example and proportionate follow-up.
D05-GOV-INST Digital	Maintain approved digital guidance and reinforce accurate communication and protection of citizen information.	Relevant sharing guidance, a fictional or anonymised practice example and records of any agreed correction.
D06-GOV-INST Community	Assign responsibility for accessible public facilities, queues and public-resource care.	A shared-space or resource plan with responsibilities and user feedback on an implemented improvement.
D07-GOV-INST Culture	Review public-facing practices and official events for equal treatment, linguistic access and appropriate protocol.	Examples or event arrangements reviewed for inclusion and documented changes where concerns arise.
D08-GOV-INST Responsibility	Clarify duties and authority and record the review and correction of service failures or integrity concerns.	Clear responsibilities, an anonymised corrective-action example and follow-through on an agreed concern.

Criteria: The responsible people can show the stated practice, an accessible route for participation or support, and action on relevant feedback. Record gaps and agreed improvements.

Timing: Review when a programme begins, when arrangements change and at an agreed follow-up. Set frequency locally.

Assessment guidance

Select outcomes

Choose relevant common-core outcomes and role extensions. Confirm the school grade band or adult role, task context and specific criteria before assessment.

Explain the task

Tell participants the purpose, task, criteria and available adjustments. Use fictional or anonymised cases for sensitive topics.

Establish a starting point

Use an accessible baseline case or demonstration. Record current evidence without assuming everyone begins at the same proficiency.

Teach and practise

Use the six-step learning cycle. Give formative feedback before using a comparable task to assess independent performance.

Match the rubric

Use the Rubric ID linked to the outcome and its specific success criteria. Domain-level descriptors guide interpretation; they do not replace the outcome-specific criteria.

Record evidence

Record outcome ID, task, date, context, relevant adjustments, task-specific prompts, observed actions, criteria met or unmet and the assessor's reasoning. Use participant codes where appropriate.

Not observed

Use when the task was not offered, evidence is insufficient or an access barrier prevented participation. Record the reason. This is not evidence of poor conduct.

With support

Use when task-specific prompts, rehearsal or modelling are still needed. Describe the assistance and which criteria it enabled.

Independent

Use when the participant meets the selected criteria in the agreed context without task-specific coaching. Routine accessibility adjustments do not lower the band.

Transfer

Use a changed case or later real-life context. For Recognise outcomes this means conceptual transfer. For practical outcomes, record demonstrated adjustment and explanation.

Proficiency and performance

Recognise, Apply, Adapt and Influence describe the learning target. With support, Independent and Transfer describe evidence for that target. Neither is automatically tied to age, job title or seniority.

Follow-up

Agree a feasible later observation or practical example. A single simulation supports immediate skill evidence. A claim of sustained application needs repeated evidence over time; agree the opportunities locally.

Accessibility

Offer oral, written, visual or assisted formats and reasonable time or communication adjustments. Judge the intended conduct skill rather than reading fluency, eye contact, accent or appearance.

Respectful challenge

Assess whether participants can question unfair or improper treatment, refuse inappropriate requests and seek safe support. Do not reward unquestioning compliance.

No forced disclosure

Do not require participants to recount harm, disclose sensitive circumstances or reconcile with someone. Use a fictional case and suitable support routes.

Assessor calibration

Before delivery, assess the same sample tasks independently using the criteria, compare reasons for differences and agree anchor examples. Revisit disagreements without hiding them in an average.

Learner feedback

Give specific feedback on observed actions and next steps. Invite clarification or review of the judgement through a suitable programme route.

Institutional review

Review reinforcement evidence separately with responsible staff. Do not convert institutional provision into learner scores or use learner difficulty to excuse access barriers.

Data handling

Collect only evidence needed for the learning purpose, use anonymised examples and agree access and retention arrangements with the institution.

Aggregate reporting

Report evidence by selected outcome and context, including missing evidence and support needs. Avoid a combined conduct score or inferred health, employment or institutional impact.

Recognition of learning

Participation, completion and proficiency recognition remain distinct. Programme-specific evidence requirements, assessor preparation and a clear route for clarification or appeal determine the scope of recognition. The mapping does not establish a universal numeric conduct score, pass threshold or statutory professional standard.

Domain proficiency rubrics

Use the domain rubric with the specific success criteria of the linked outcome. Record the context, support, adjustments and evidence. The shared bands below apply to all 32 rubrics.

Evidence status or band	Interpretation
Not observed	No usable evidence because the task was not offered, evidence was insufficient or an access barrier prevented participation. Record the reason.
With support	Task-specific prompts or modelling are needed for the rubric focus. Record the criteria met and the assistance still required.
Independent	The rubric focus and linked outcome criteria are demonstrated in the agreed context without task-specific coaching. Accessibility adjustments remain available.
Transfer	For Recognise, identify and explain the principle in a changed case. For practical targets, meet criteria in a changed setting and explain the adjustment.

The rubrics provide qualitative criteria. Apply outcome-specific requirements and record unmet criteria rather than hiding differences in a numerical average.

Selfhood proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D01-R-RB Recognise	Identify a personal emotion, habit, preparation need or limit and explain its effect.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D01-A-RB Apply	Use preparation and a constructive self-management or help-seeking response.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D01-T-RB Adapt	Adjust preparation, priorities or a coping response when circumstances change.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D01-I-RB Influence	Model a helpful routine and support others without shaming or policing appearance.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Communication proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D02-R-RB Recognise	Identify listening, clarity, tone or audience needs and explain their effect.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D02-A-RB Apply	Listen, communicate a clear point and check understanding. Use respectful refusal or repair when relevant.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D02-T-RB Adapt	Adjust channel, detail or response to an unfamiliar audience or disagreement.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D02-I-RB Influence	Facilitate participation and clarify shared meaning or next steps.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Consideration proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D03-R-RB Recognise	Identify affected people and their needs, perspectives or participation barriers.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D03-A-RB Apply	Ask about needs and choose feasible help while preserving dignity and choice.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D03-T-RB Adapt	Balance changed or competing needs with a justified considerate response.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D03-I-RB Influence	Consult affected people and help a group improve inclusion or responsiveness.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Relationships proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D04-R-RB Recognise	Identify consent, boundaries, trust, exclusion or power concerns and suitable support.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D04-A-RB Apply	Seek permission, respect refusal and address conflict through safe, appropriate steps.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D04-T-RB Adapt	Adjust a boundary or conflict response to changed power, pressure or safety conditions.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D04-I-RB Influence	Model boundaries and inclusive norms and direct concerns to appropriate support.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Digital proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D05-R-RB Recognise	Identify consent, accuracy, confidentiality, privacy or channel risks.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D05-A-RB Apply	Use appropriate digital communication and sharing checks. Address mistakes safely when relevant.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D05-T-RB Adapt	Adjust a digital response to changed recipients, uncertain content or an unexpected request.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D05-I-RB Influence	Help a group establish practical checks for consent, accuracy and information protection.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Community proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D06-R-RB Recognise	Identify how shared-space use, accessibility or resource choices affect others.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D06-A-RB Apply	Use shared spaces considerately or plan a feasible improvement with affected users.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D06-T-RB Adapt	Adjust arrangements when access needs, resources or use patterns change.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D06-I-RB Influence	Coordinate an agreed improvement and review user feedback within authority.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Culture proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D07-R-RB Recognise	Identify a cultural assumption, difference or stereotype and explain its effect.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D07-A-RB Apply	Ask about preferences and adapt respectfully without generalising about groups.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D07-T-RB Adapt	Handle conflicting customs while preserving dignity, choice and boundaries.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D07-I-RB Influence	Help a group review representation and participation arrangements for inclusion.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Responsibility proficiency rubrics

Rubric and target	Domain focus	Evidence requirement and transfer
D08-R-RB Recognise	Identify a duty, ethical issue, conflict of interest or need for corrective action.	Use an accessible explanation or case response. Do not infer practical competence. Identifies and explains the relevant principle in a different case. This is conceptual transfer, not evidence of behaviour change.
D08-A-RB Apply	Make a reasoned choice, fulfil responsibility or acknowledge and address a mistake.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D08-T-RB Adapt	Respond to new pressure or competing duties with a justified accountable decision.	Use a demonstration or simulation for immediate skill, then a separate agreed everyday example for transfer. Meets the linked criteria in a changed situation, explains the adjustment and identifies a further improvement where appropriate.
D08-I-RB Influence	Model fair decisions and help a group clarify responsibilities and follow through on repair.	Observe an actual or facilitated group contribution and use proportionate feedback. Do not equate formal leadership status with competence. Demonstrates the group contribution in a changed context, invites relevant feedback and adjusts within role authority.

Apply the specific success criteria from the linked outcome. Record unmet criteria, context and support. Agreed accessibility adjustments are retained at every evidence band.

Evidence task references

Evidence task references link the outcome bank with accessible methods. Each task is interpreted against its outcome-specific criteria.

Reference	Task
E01	Teacher-led discussion or accessible oral, visual or written scenario.
E02	Role-play, simulation or practical task aligned with the stated outcome.
E03	Present a new variant after practice. Ask for a response, explanation and reflection.
E04	Use a fictional or anonymised case and a practical demonstration aligned with the outcome.
E05	Use a fictional dilemma or role-play. Include a safe route for support where power or safety is relevant.
E06	Adult-guided pair or small-group activity.
E07	Supported student group activity with teacher oversight.
E08	Facilitated case discussion or accessible written scenario.
E09	Facilitated team task or authorised improvement activity within the participant's role.

Follow-up references

Follow-up references identify the kind of later evidence associated with each outcome. Separate an observed application from a claim of sustained use over time.

Reference	Follow-up or transfer evidence
F01	Revisit the principle in a different case before proceeding to performance evidence.
F02	Use a later classroom or school situation and teacher feedback. Avoid sensitive disclosures. Compare the response with the same qualitative criteria.
F03	Use a later classroom or school situation and teacher feedback. Avoid sensitive disclosures. Record whether application needs prompts, occurs independently or transfers to a new context.
F04	Review an age-appropriate later school example with teacher support. Do not require personal disclosures.
F05	Observe a later agreed group contribution and review feedback. Influence does not confer supervisory, investigative or disciplinary authority.
F06	Review a later project, campus task or internship example with consent. Compare the response with the same qualitative criteria.
F07	Review a later project, campus task or internship example with consent. Record whether application needs prompts, occurs independently or transfers to a new context.
F08	Review an agreed later project or work example with consent and appropriate feedback.
F09	Use an agreed work example and proportionate manager or peer feedback. Compare the response with the same qualitative criteria.
F10	Use an agreed work example and proportionate manager or peer feedback. Record whether application needs prompts, occurs independently or transfers to a new context.
F11	Use an anonymised service example and proportionate supervisor review. Compare the response with the same qualitative criteria.
F12	Use an anonymised service example and proportionate supervisor review. Record whether application needs prompts, occurs independently or transfers to a new context.
F13	Review an anonymised service example through appropriate supervision and departmental procedures.

Sources

ICER authored the domain, audience, outcome, role and assessment mappings. The educational connections draw on the sources below; target and paragraph references identify the relevant provisions.

ICER Conduct Education Framework Version 1.0

International Conduct Education & Research Foundation, October 2026.

ICER School Programme Framework Version 1.1

International Conduct Education & Research Foundation, October 2026.

National Education Policy 2020

https://www.education.gov.in/nep/nep_2020

NEP 2020 school structure

<https://innovateindia.mygov.in/nep2020/>

Sustainable Development Goal 4

<https://sdgs.un.org/goals/goal4>

Sustainable Development Goal 10

<https://sdgs.un.org/goals/goal10>

Sustainable Development Goal 12

<https://sdgs.un.org/goals/goal12>

Sustainable Development Goal 16

<https://sdgs.un.org/goals/goal16>

SDG 4.7 provides a broad educational connection to rights, equality, peace, global citizenship and cultural diversity. Other target links are conditional or indirect as stated in the domain chapters.