

# **Ethical Choices**

Entry Level 1 – Level 2

**Skills for Life and Work**  
**Unit Specification**

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## Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Ethical Choices' suite of units has been designed to develop learners' knowledge and skills to navigate ethical dilemmas by exploring decision-making principles using real-life scenarios.

## Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

## Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

## Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

| Concept                        | Entry 1                                          | Entry 2                                             | Entry 3                                                           | Level 1                                                            | Level 2                                                                |
|--------------------------------|--------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Ethical principles</b>      | Recognise simple right and wrong actions         | Know simple ethical ideas (e.g., fairness, honesty) | Know key ethical values (e.g., respect, responsibility)           | Know ethical principles used in decision-making                    | Understand ethical principles and their application in decision-making |
| <b>Ethical decision making</b> | Know that actions affect others                  | Identify who is affected by simple choices          | Recognise ethical situations and different viewpoint              | Understand ethical situations and their impact on different people | Analyse ethical dilemmas and apply decision-making approaches          |
| <b>Making ethical choices</b>  | Choose a right action from given options         | Make a simple ethical choice in a scenario          | Use a simple process to make an ethical choice                    | Apply and review an ethical choice using a structured approach     | Apply, justify and evaluate ethical choices                            |
| <b>Cognitive Demand</b>        | Recognise, identify, choose, give simple reasons | Identify, state, select, give simple explanations   | Identify, describe, follow a process, explain simple consequences | Outline, describe, explain, apply, review                          | Define, explain, analyse, justify, evaluate                            |

## Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training providers facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

### Staffing Resources

There are no specific requirements for teaching these units above or beyond what is outlined in the qualification specifications.

Teaching staff must be suitably trained and confident in managing sensitive discussions. They must be aware of safeguarding requirements given that scenarios may include bullying, mental health, discrimination, consent and ethics.

Support staff may be required to help monitor sensitive discussions and support learners.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

### Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit. As a minimum this should include:

- an appropriate teaching space to allow for multiple group discussions to take place at the same time.
- Lesson Plans
- Visual Aids - a projector, laptop, or screen to show presentations, videos etc.

### Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

## Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

## Entry Level 1

Assessment of Ethical Choices at Entry Level 1 should include:

| Assessment Type               | Examples of Tasks (Ethical Choices E1)                              |
|-------------------------------|---------------------------------------------------------------------|
| <b>Matching</b>               | Match images to the word “right” or “wrong”.                        |
| <b>Picture Selection</b>      | Choose the best action from two options in a simple scenario.       |
| <b>Pointing / Identifying</b> | Learner points to a “right” or “wrong” action from a choice of two. |
| <b>Simple Reflection</b>      | Identify whether someone might feel happy or sad.                   |
| <b>Short verbal responses</b> | Learner states one person involved in a simple situation.           |
| <b>Sorting</b>                | Sort images into “right” or “wrong” actions.                        |

## Entry Level 2

Assessment of Ethical Choices at Entry Level 2 should include:

| Assessment Type                          | Examples of Tasks (Ethical Choices E2)                                                                                                  |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Matching / Selecting</b>              | Selecting images or words to the “right” or “wrong” action.                                                                             |
| <b>Listing / Identifying</b>             | Learner identifies whether someone might feel happy or sad.<br><br>Select an appropriate action in a simple scenario and give a reason. |
| <b>Sorting Tasks</b>                     | Sort actions into “right” and “wrong”.                                                                                                  |
| <b>Basic Participation</b>               | Engage in a simple scenario (e.g., role-play or card sort) and identify an appropriate action and reason for the choice.                |
| <b>Short verbal or written responses</b> | Learner states a simple reason for their choice.<br><br>Learner states one possible result of the chosen action.                        |
| <b>Simple Reflection</b>                 | Learner identifies what is happening in a simple situation.                                                                             |

## Entry Level 3

Assessment of Ethical Choices at Entry Level 3 should include:

| Assessment Type                   | Examples of Tasks (Ethical Choices E3)                                                                                                                        |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Short Verbal or Written Responses | Identify simple ethical ideas.<br>Identify and state simple ethical values (e.g. respect, responsibility).                                                    |
| Scenario-Based Responses          | Select between three possible actions in a given situation.                                                                                                   |
| Short Structured Descriptions     | State what simple ethical ideas mean.                                                                                                                         |
| Supported Reflection              | Identify people/groups affected by the situation.                                                                                                             |
| Cause–Effect Descriptions         | Describe how their choices may affect others.                                                                                                                 |
| Simple Discussion / Reflection    | State how their choice could help someone.                                                                                                                    |
| Basic Participation               | Engage in scenario-based discussion.<br><br>Follow a simple step-by-step process (e.g. identify choices → choose → explain) to make a decision in a scenario. |

## Level 1

Assessment of Ethical Choices at Level 1 should include:

| Assessment Type                 | Examples of Tasks (Ethical Choices L1)                                                                                                                                                      |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Structured Tasks</b>         | Describe what is meant by ethical principles. Decision making in practice.<br><br>“Apply a structured decision-making approach (e.g. identify issue → consider options → decide → reflect). |
| <b>Reasoning</b>                | Outline possible consequences of one action for three people or groups.                                                                                                                     |
| <b>Situation Interpretation</b> | Describe an appropriate response to simple ethical situations.<br><br>Apply a structured decision-making approach to a given scenario and review its effectiveness.                         |
| <b>Participation</b>            | Engage in scenario-based discussions.                                                                                                                                                       |
| <b>Reflection</b>               | Explain ways they could use ethical decision making in the future.                                                                                                                          |

## Level 2

Assessment of Ethical Choices at Level 2 should include:

| Assessment Type                  | Examples of Tasks (Ethical Choices L2)                                                                                                                                         |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Explanatory Tasks</b>         | Explain how different ethical principles can influence a decision.                                                                                                             |
| <b>Comparison Tasks</b>          | Identify strengths and limitations of three ethical principles                                                                                                                 |
| <b>Impact Analysis</b>           | Assess the viewpoints of different people or groups involved.                                                                                                                  |
| <b>Scenario Analysis</b>         | Use a structured decision-making process to reach a decision in an ethical dilemma.                                                                                            |
| <b>Evaluation Tasks</b>          | Review the effectiveness of a chosen decision for three different people or groups.                                                                                            |
| <b>Self-evaluation</b>           | Explain how decision-making could be improved in future scenarios.<br><br>Justify a decision made in response to an ethical dilemma using ethical principles and consequences. |
| <b>Role-based Contrast Tasks</b> | Analyse how different stakeholders may respond to an ethical dilemma in different contexts.                                                                                    |

# Unit Content

## Entry level 1

**Unit Title:** Ethical Choices

**Unit Reference Number:** CBM056

**Level:** Entry Level One

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression Step 1 - I am beginning to understand that my actions and those of others have consequences

| Learning Outcome (The Learner will): |                                                 | Assessment Criterion (The Learner can): |                                                      |
|--------------------------------------|-------------------------------------------------|-----------------------------------------|------------------------------------------------------|
| 1.                                   | Know basic ideas of right and wrong actions     | 1.1                                     | Identify an example of a right action                |
|                                      |                                                 | 1.2                                     | Identify an example of a wrong action                |
| 2.                                   | Know that actions affect how people feel        | 2.1                                     | Identify how someone might feel after a right action |
|                                      |                                                 | 2.2                                     | Identify how someone might feel after a wrong action |
| 3.                                   | Be able to make a simple choice between actions | 3.1                                     | Choose a right action from two options               |
|                                      |                                                 | 3.2                                     | Give a simple reason for their choice                |

### Indicative Content

LO1 AC 1.1 This could include e.g., helping a friend, sharing, telling the truth, taking turns.

AC 1.2 This could include e.g., telling a lie, ignoring a request for help,

LO2 AC 2.1 Learners could include e.g., happy, proud, included, safe.

AC 2.2 This could include e.g., sad, upset, left out, hurt.

LO3 AC 3.1 Learners evidence could come from a real-life situation where a learner demonstrates making a decision to take the right action e.g., choose between helping or ignoring; sharing or not sharing.  
AC 3.2 could include e.g., "it is kind", "it helps someone", "it is the right thing to do".

|                                                                                  |                                                                                                                                                    |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                         |
| <b>Statement of What Matters</b>                                                 | Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. |
| <b>Links to the Four Purposes</b>                                                | Purpose 3 - Ethical, informed citizens of Wales and the world.                                                                                     |
| <b>Cross-curricular Skills</b>                                                   | Literacy and Digital                                                                                                                               |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                                                             |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Recognising how ethical decisions can affect people, communities, and the environment                                                              |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                                           |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                                          |
| Human Rights                         | <p>It supports learners by encouraging them to recognise their own and others' rights.</p> <p>Encourages moral reasoning and ethical decision-making.</p> |

## Entry level 2

**Unit Title:** Ethical Choices

**Unit Reference Number:** CMB057

**Level:** Entry Level Two

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression Step 2 - I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.

| Learning Outcome (The Learner will):                     | Assessment Criterion (The Learner can):                  |
|----------------------------------------------------------|----------------------------------------------------------|
| 1. Know about simple ethical ideas                       | 1.1 State what is meant by being fair                    |
|                                                          | 1.2 State what is meant by being honest                  |
| 2. Understand that choices affect different people       | 2.1 Identify who is involved in a simple situation       |
|                                                          | 2.2 Identify how a choice may affect at least two people |
| 3. Be able to make a simple ethical choice in a scenario | 3.1 Choose an appropriate action in a given scenario     |
|                                                          | 3.2 Give a simple reason for their choice                |
|                                                          | 3.3 Identify one possible result of their choice         |

### Indicative Content

LO1 AC 1.1 This could include e.g., sharing equally, taking turns, treating people the same.

AC 1.2 Learners could include e.g., telling the truth, not cheating, admitting mistakes.

LO2 AC 2.1 This could include e.g., self, friend, teacher, family member.

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | AC 2.2 Learner could include e.g., helping makes someone happy; not helping may upset someone.                                                                                                                                                                                                                                                                                                                                                                                                        |
| LO3 | <p>AC 3.1 Evidence could come from a real-life situation where a learner carries out an action and can identify it as the right action to take e.g., telling the truth vs hiding something; sharing vs keeping something, or evidence could be generated from a simulated task.</p> <p>AC 3.2 e.g., a simple reason should be identified e.g., “it is fair”, “it is honest”, “it helps others”.</p> <p>AC 3.3 could include e.g., someone feels happy; someone is helped; someone may feel upset.</p> |

|                                                                                  |                                                                                                                                                    |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                         |
| <b>Statement of What Matters</b>                                                 | Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. |
| <b>Links to the Four Purposes</b>                                                | Purpose 3 - Ethical, informed citizens of Wales and the world.                                                                                     |
| <b>Cross-curricular Skills</b>                                                   | Literacy and Digital                                                                                                                               |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                                                             |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Recognising how ethical decisions can affect people, communities, and the environment                                                              |

| Relevant Cross-Cutting Themes |                                                   |
|-------------------------------|---------------------------------------------------|
| Theme                         | Rationale                                         |
| Human rights                  | Encourages moral development and societal values. |

## Entry level 3

**Unit Title:** Ethical Choices

**Unit Reference Number:** CBM058

**Level:** Entry Level Three

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression Step 3 –

I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.

I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.

I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.

| Learning Outcome (The Learner will):                         | Assessment Criterion (The Learner can):                               |
|--------------------------------------------------------------|-----------------------------------------------------------------------|
| 1. Know key ethical values                                   | 1.1 State what is meant by respect                                    |
|                                                              | 1.2 State what is meant by responsibility                             |
| 2. Understand that people may view situations differently    | 2.1 Identify two different viewpoints in a situation                  |
|                                                              | 2.2 Describe how people may feel differently about the same situation |
| 3. Be able to use a simple process to make an ethical choice | 3.1 Follow a simple step-by-step process to make a choice             |
|                                                              | 3.2 Choose an action using the process                                |

**Learning Outcome (The Learner will):**

**Assessment Criterion (The Learner can):**

3.3 Describe a possible consequence of their choice

### Indicative Content

LO1 AC 1.1 An example definition: Respect means treating others the way you want to be treated e.g., listening to others, being polite, valuing others' feelings

AC 1.2 An example definition: Responsibility means doing what you are supposed to do e.g., doing what is expected, completing tasks, accepting consequences

LO2 AC 2.1 Learners should be given a situation to identify different viewpoints e.g., one person wants to play, another wants to work; one agrees, another disagrees.

AC 2.2 Learners should apply to the same situation e.g., one person feels happy, another feels worried or upset.

LO3 AC 3.1 Learner must demonstrate following a three-step process for making an ethical choice, such as: STOP → THINK → CHOOSE.

S: Stop – Pause before you act.

T: Think – How will this affect others? Is it fair and kind?

C: Choose – Pick the choice that helps, not hurts.

OR

Identify situation → consider choices → choose best option.

The process may be provided or supported.

AC 3.2 Learners must demonstrate selecting a fair or respectful option after considering choices.

AC 3.3 could include e.g., someone benefits, conflict is reduced, or someone may be affected negatively.

|                                                                                  |                                                                                                                                                    |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                         |
| <b>Statement of What Matters</b>                                                 | Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. |
| <b>Links to the Four Purposes</b>                                                | Purpose 3 - Ethical, informed citizens of Wales and the world.                                                                                     |
| <b>Cross-curricular Skills</b>                                                   | Literacy and Digital                                                                                                                               |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                                                             |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Recognising how ethical decisions can affect people, communities, and the environment                                                              |

| Relevant Cross-Cutting Themes |                                                         |
|-------------------------------|---------------------------------------------------------|
| Theme                         | Rationale                                               |
| Human Rights                  | Encourages moral reasoning and ethical decision-making. |

## Level 1

**Unit Title:** Ethical Choices

**Unit Reference Number:** CBM059

**Level:** One (1)

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression Step 4 - I can analyse and explain that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.

I can make decisions, identify opportunities and plan appropriate action to make my voice heard.

I can discuss and challenge viewpoints of decision-makers and representatives in my community and at a national level.

I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.

| Learning Outcome (The Learner will):                | Assessment Criterion (The Learner can):                              |
|-----------------------------------------------------|----------------------------------------------------------------------|
| 1. Know ethical principles used in decision-making  | 1.1 Outline the meaning of different ethical principles              |
|                                                     | 1.2 Describe why ethical principles are important in decision-making |
| 2. Understand how decisions affect different people | 2.1 Identify different people involved in an ethical situation       |
|                                                     | 2.2 Describe how an ethical choice may affect different people       |
| 3.                                                  | 3.1 Describe a structured decision-making approach                   |

| Learning Outcome (The Learner will):                               | Assessment Criterion (The Learner can):             |
|--------------------------------------------------------------------|-----------------------------------------------------|
| Be able to apply a structured approach to making an ethical choice | 3.2 Apply the approach to a given ethical situation |
|                                                                    | 3.3 Review the effectiveness of the decision made   |

| Indicative Content |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LO1                | <p>AC 1.1 Learner must give at least three (3) ethical principles they know of e.g., Honesty: always telling the truth and not lying, cheating, or hiding important facts.</p> <p>Respect: treating other people, their feelings, and their property the way you want to be treated.</p> <p>Responsibility: doing what you are supposed to do and accepting the results of your actions.</p> <p>AC 1.2 Learner must give at least 3 examples e.g., they help you make good choices; they build trust with others; they create a positive learning environment.</p> |
| LO2                | <p>AC 2.1 This could include e.g., individuals, peers, groups, wider community.</p> <p>A.C.2.2 This must be relevant to the people identified under 2.1, e.g., learner</p> <p>Positive: They may feel proud and responsible for doing the right thing.</p> <p>Negative: They might feel nervous or worried about how their friend will react.</p> <p>Classmate / Friend:</p> <p>Positive: They might learn a lesson and understand the importance of honesty.</p> <p>Negative: They could feel upset, embarrassed, or get in trouble at school.</p>                |
| LO3                | <p>AC 3.1 e.g., describe issue → consider options → decide → reflect</p> <p>AC 3.2 Learner must apply their procedure to a given scenario of above process, e.g., bullying, fairness, honesty</p> <p>AC 3.3 Learner must include at least one strength and one improvement and consider impact on others.</p>                                                                                                                                                                                                                                                      |

## Indicative Content

|                                                                                  |                                                                                                                                                    |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                         |
| <b>Statement of What Matters</b>                                                 | Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. |
| <b>Links to the Four Purposes</b>                                                | Purpose 3 - Ethical, informed citizens of Wales and the world.                                                                                     |
| <b>Cross-curricular Skills</b>                                                   | Literacy and Digital                                                                                                                               |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                             |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Recognising how ethical decisions can affect people, communities, and the environment                                                              |

## Relevant Cross-Cutting Themes

| Theme        | Rationale                                               |
|--------------|---------------------------------------------------------|
| Human Rights | Encourages moral reasoning and ethical decision-making. |

## Level 2

**Unit Title:** Ethical Choices

**Unit Reference Number:** CBM060

**Level:** Two (2)

**Credit Value:** Two (2)

**Guided Learning Hours:** 20

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

### Principles of Progression

Progression Step 5 – I can evaluate how people's different beliefs, perspectives and experiences impact upon moral and ethical action in response to past, present and anticipated challenges and opportunities.

I can critically examine my attitudes, assumptions and behaviours, along with the actions of others. I can also critically examine how these affect my locality and Wales, as well as the wider world.

| Learning Outcome (The Learner will):                              | Assessment Criterion (The Learner can):                               |
|-------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1. Understand ethical principles and their use in decision-making | 1.1 Define ethical principles used in decision-making                 |
|                                                                   | 1.2 Explain how ethical principles can influence decisions            |
|                                                                   | 1.3 Compare strengths and limitations of different ethical principles |
| 2. Understand ethical dilemmas and differing perspectives         | 2.1 Describe the key features of an ethical dilemma                   |
|                                                                   | 2.2 Analyse the viewpoints of different people or groups involved     |
|                                                                   | 2.3 Explain possible consequences of different actions                |

|                                                          |                                                                       |
|----------------------------------------------------------|-----------------------------------------------------------------------|
| 3. Be able to apply and evaluate ethical decision-making | 3.1 Apply ethical principles to a given dilemma                       |
|                                                          | 3.2 Use a structured decision-making process to reach a decision      |
|                                                          | 3.3 Justify the decision made                                         |
|                                                          | 3.4 Evaluate the impact of the decision on different people or groups |
|                                                          | 3.5 Evaluate how their decision-making could be improved              |

## Indicative Content

LO1 AC 1.1 Learners must define at least 3 ethical principles, such as:

- Utilitarianism (greatest good for the greatest number)
- Deontology (duty-based ethics)
- Virtue ethics (character-based ethics)
- Rights-based approaches
- Justice and fairness principles
- Care ethics

AC 1.2 could include e.g., prioritising outcomes, protecting rights, ensuring fairness.

AC 1.3 could include e.g.,

- Fairness vs practicality
- Individual vs majority benefit
- Conflicts between principles

LO2 AC 2.1 could include e.g., conflict of values, multiple possible actions, no clear right answer.

AC 2.2 For the given ethical dilemma, learners must analyse the viewpoints of at least three different people or groups involved e.g., stakeholders with differing needs, beliefs, or priorities. They may be directly or indirectly involved.

AC 2.3 Learners must consider and state at least two different actions that could be taken for the ethical dilemma. They must explain how these actions

## Indicative Content

might have consequences (positive or negative) for at least three different people or groups. This could include both short and long-term impacts.

LO3 AC 3.1 Learners must evidence applying at least two different principles to guide a choice in a scenario.

Scenario may be given to or identified by the learner.

AC 3.2 could include e.g.,

1. Identify the dilemma
2. Gather relevant facts
3. Identify stakeholders
4. Apply ethical principles
5. Consider consequences
6. Make and justify decision
7. Reflect and review

AC 3.3 Justification must reference the process followed, the factors they identified in the process, any alternative decisions they considered.

AC 3.4 Learners must evaluate on the decision they have made to consider how effective this decision is for three different people or groups e.g., assess fairness, benefits, and disadvantages for stakeholders.

AC 3.5 Learners must evaluate the effectiveness of the decision-making procedure they used and explain how their decision making may be improved in future scenarios e.g., reflect on alternative actions, different perspectives, improved reasoning.

|                                                                                  |                                                                                                                                                   |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area of Learning Experience</b>                                               | Humanities                                                                                                                                        |
| <b>Statement of What Matters</b>                                                 | Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action |
| <b>Links to the Four Purposes</b>                                                | Purpose 3 - Ethical, informed citizens of Wales and the world.                                                                                    |
| <b>Cross-curricular Skills</b>                                                   | Literacy and Digital                                                                                                                              |
| <b>Integral Skills</b>                                                           | Personal effectiveness                                                                                                                            |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Recognising how ethical decisions can affect people, communities, and the environment                                                             |

| <b>Relevant Cross-Cutting Themes</b> |                                                         |
|--------------------------------------|---------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                        |
| Human rights                         | Encourages moral reasoning and ethical decision-making. |