Computing Subject Intent Document

Intent

At Wargrave House School & College, our Computing curriculum is designed to be inclusive, engaging, and accessible to all learners, particularly those with autism. We adopt a **stage-over-age** approach to ensure that learners progress at a pace that aligns with their individual learning needs and abilities rather than their chronological age.

The curriculum is structured around three core pillars:

1. **Digital Literacy** – Ensuring students develop essential ICT skills for life, learning, and employment.
2. **Computational Thinking & Problem Solving** – Developing logical reasoning, programming, and algorithmic skills.
3. **Creative Technologies** – Enabling students to explore multimedia, animation, and digital creativity.

Implementation

The Computing curriculum is sequenced into progressive stages, ensuring learners develop competency in:

- **ICT & Office Skills** (Typing, document creation, formatting, data handling)
- **Programming & Control** (Scratch, iRobot, Sphero, Flowol, algorithmic thinking)
- **Media & Animation** (PowerPoint animation, stop-motion, video editing)
- **Creative Technology & VR** (3D modeling, immersive environments, digital storytelling)
- **E-Safety & Digital Wellbeing** (Cyber awareness, safe communication, digital responsibility)

Each stage builds upon prior knowledge, allowing students to revisit and reinforce key concepts through structured repetition, hands-on learning, and practical application.

All learners in KS1&2 have 1 lesson a week. All learners in KS3 have 2 lessons a week. Learners in KS4 have 2 lesson a week.

This is the curriculum they access:

Computing (Creative Technologies) Key Stage 1 Standard

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ICT & Office Skills	Media	Programming Scratch/iR	Animation	Control	Project
1	Typing – letter I.D. sentences etc. Click, drag, double-click, right-click Adding items (textbox, image etc.) Resizing & positioning Fonts & properties Spell check, Saving & printing	Copying thumbnails v's larger images Portrait v's landscape Take photo of self/other (clear BG) Remove background Replicate promotional poster	**S:** Character, Background, Move **iR:** Turn control using touch pads **S:** Change speed (steps) **iR:** Allow to follow line **S:** x & y directions **S:** Automatic movement **S:** Costumes	Animate images in PowerPoint Pivot animate a stick person Take **stop-motion** images Order images to make moving image Model using clay etc and photo Sequence clay photos into order to animate	**Remote Control** (controls) **Remote Control** paths **Sphero indi**; go and stop **Sphero indi**; go, turn, stop **Sphero indo**; go, turn x 2 stop **Sphero indi;** solve missing mat x 1	Select area of strength / interest from previous units and develop this skill using a project you wish to focus on
2	Typing – CAPS & Shift, Alignment Selecting multiple items Crop, rotate, precise alignment Colour matching Order, group, position menu Text effects	Copy large images (not thumbnails) Resize using middle v corner adjusters Take portrait/landscape photos Take photo of self/other (clear BG) Remove background Replicate promotional flyer	**S:** Edited/custom character, relevant background, Movement **iR:** view drawn square **S:** Change speed (x/y) **iR:** View drawn image(s) **S:** Movement (follow) **S:** Change costume within a rule If > Then	Animate images in PowerPoint Inc. motion paths for entry Pivot animate a stick person Prepare item(s) for stop-motion Take **stop-motion** images Order images to make moving image Add audio	**Remote Control** (controls) **Remote Control** paths avoiding collision **Sphero indi**; use of 45 degree turns **Sphero indi**; solve cards 1-3 **Sphero indi**; solve cards 4-6 **Sphero indi**; solve cards 7-9	

Computing (Creative Technologies) Key Stage 2 Standard						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ICT & Office Skills	Media	Programming Scratch/iR	Animation	Control	VR, 360, GoPro Exploration
3	Use shortcuts Prepare a page for purpose (orientation) Create a replica document (poster) Use techniques to improve presentation Create multi-page presentation Use animation on slides	Take/gather series of related images Select/arrange images for video Select appropriate audio track Add titles/captions Finalise video	**Scratch**: Edit key control using forever **iRobot**: script movement **S:** draw square using pen up/down **iR:** draw square using pen up/down **S:** change movement speed **iR:** set wheel speeds +, - **S:** Detect item/colour & respond **iR:** Detect collision & respond	Create scale landscapes & add objects Add movement to a front layer Script a **stop-motion** animation Shoot a **stop-motion** animation Record audio for animation Final edit an animation	**Remote Control**; weaving **Remote Control**; course incl. reverse **Sphero Bolt**; manual control **Sphero Bolt**; simple course **Sphero Bolt**; simple course with change of colour etc at points	Using a series of technology, explore capabilities and create custom content around a desired topic i.e. • 360 environment capture (360) • 360 environment creation for VR using Insta Studio • Movement capture (GoPr
4	Use a range of shortcuts Change page properties incl. multi-page Create a professional replica document Use techniques to improve presentation	Take series of related images Select/arrange images for video Select/trim appropriate audio track Add suitable titles/captions Adjust timings	**Scratch**: Plan and program a letter **iRobot**: Plan and program a letter **S:** Program navigating around a route **iR:** Program navigating around mat	Use measurements to calculate scale of objects in proportion Add a sequence of movement to a front layer Script a **stop-motion** animation for purpose	**Sphero Bolt**; simple shape formation **Sphero Bolt**; letter formation **Sphero Bolt**; shape formation with colours Blocks; (1) 0 degree roll at speed 1 for 1 sec	

	Create multi-page presentation Use animation & timing on slides	Add effects/transitions Finalise video	**S:** Script a consequence for error **iR:** debug code from noted error **S:** create course challenge for a friend **iR:** create map challenge for a friend	Shoot a **stop-motion** animation Record audio for animation Final edit	Blocks; (1) 4 block script to create a square Blocks; (1) add delays to square	o) using selfie stick, attachment (i.e. to RC car) • Footage creation using video editing (Canva)
5	**Business Project** Invent a business/company /school Research and Create logo Research and Create poster Research and create catalogue/menu/prospectus Create letterhead Spreadsheet: calculate using + - sum	Plan a media product (storyboard/sketch) List components needed for the product Gather existing/original components Create product based on an existing example Create original media product	Create backdrop (road, maze) Add downloaded character Create rules for colour, contact Create and use 2+ variables, life/coins Use hidden variables to solve problems (open paths etc)	Use TinkerCAD to calculate scale of objects in proportion Create models using 3D editing techniques Script a **stop-motion** animation for purpose Shoot a **stop-motion** animation Record audio for animation Final edit including sound from 2 sources	**Sphero Bolt**; (3) fade colour **Sphero Bolt**: (4) use synchronous & asynchronous program **Sphero Bolt**; (5) display text message **Sphero Bolt**; (6) display matrix image **Sphero Bolt**; (7) use coordinates to light **Flowol**; control flashing zebra lights	
6	**Business Project** Invent a business/company /school Based on good examples*: Create logo Create poster Create business card Create catalogue/menu/prospectus Create letterhead create 2 of each, seek and act on feedback via email (staff, students)	Plan a set/given media product (storyboard/sketch) List components needed for the product Gather existing/original components Create product based on an existing example Create original media product	Create formal backdrop (road, maze) Add customised character Invent rules for colour, contact Create and use 2+ variables, life/coins Create hidden variables to solve problems (open paths etc)	Storyboard **stop-motion** animation from a design brief Plan and collect props for **stop-motion** animation Shoot 1 min video using **stop-motion** Record suitable audio (voice) Source suitable audio (music) Finalise short film (credits, Canva)	**Sphero Bolt**; (12) detect light and respond **Sphero Bolt**; (13) create a timer **Sphero Bolt**; (14) react to high speed **Flowol**; program traffic light sequence **Flowol**; program WAIT button **Flowol**; program traffic light sequence	

Computing (Creative Technologies) Key Stage 3 Standard						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Networks & WWW	Programming	Communication & Presentation	Modelling	Creative: Website	Control
7	**What's inside a computer?** -build a PC using a PC or images **What is a network?** - Identify items on a network HW & SW roles within networks Understand wired and wireless Plan out an example network List pro's and con's	**Scratch Project:** Design & create a multi-directional game (U, D, L, R) Plan for & implement 'objectives' (things to achieve) Plan for & implement failures (things to avoid) Understand & implement a working variable (score, lives, level)	Understand how people communicated Provide examples of past communications Understand how people now communicate Provide examples of modern communication Understand positives and negatives of each method	Enter 2 types of data into a spreadsheet Format data accordingly Format cells accordingly **3DSlash.net:** Use 3D software to draw simple shapes Create 3D shapes using the keyboard and mouse Create intersections	PPT: Master page Internal links External links Video Removal of 'on click'	Identify safety concerns for a real-life system to provide a solution to Design a real-world system Evaluate a real-world system Create a flow-chart to reflect system choices Label an image with inputs/outputs

				within shapes to show depth Create subsequent shapes alongside existing shapes according to ¼, ½ etc of the original's size.		
8	Finding out: train times, TV schedules, latest news/weather, mobile phone deals Using online databases (booking holidays, event tickets) Social Media – permissions for friends, public etc State categories of online features (gaming, shopping, social media etc)	Scratch Project: Add levels Increase complexity of game Add custom elements to game Add appearance of movement (animated characters) Add pre-game choice (character/speed) Add stored variable (high score)	Use email address book Open & send attachment Use publishing tools to create posters, leaflets Create a presentation changing the layout of slides and adding images and sound Use a computer to sequence short pieces of music using a small selection of prerecord sounds Improve work by using spell checker	Calculate using addition and multiplication Use techniques within software to calculate more efficiently **3DSlash.net:** Scale out a shell representation (i.e. house) Add colour to distinguish aspects Add and remove from a 3D model Use a range of tools to build a 3D model	List features of a website Research good design principles from other sites Use good design principles found on other websites.	Identify control technology Identify advantages of computers controlling events Identify disadvantages of computers controlling events Identify controlled systems in the home and plan their control events Plan a flowchart with inputs, decisions, outputs, subroutines
9	Understand advantages & disadvantages of networks Understand advantages & disadvantages of WWW Research WWW and original thoughts Create timeline of important events Present arguments for/against WWW	**GAME: Mini-project** Design own game (characters, rules, objectives, backdrops) Write back story to game Design packaging for game including rating Test game on peers/staff Improve game in suggested way(s) Evaluate game/improvements	Create a basic user guide for a topic (email, slideshows etc) Use appropriate screenshots and labels Cover most expected topics Create a linked contents page Use Master to provide common features (home, previous/next)	Independently create a chart using min. 2 sets of data Label a chart suitably **3DSlash.net:** Add interior features to a model (i.e. furniture) Add appropriate scaling to a model (sizes of floors, furniture Compare 2 pieces of 3D modelling software Use 2 pieces of modelling software	List and detail features of a website Screenshot and label good design principles from other websites Recreate a good design principle from an existing website Link to a file from a website	Gather a controlled aspect locally (photo-ATM?) Label features of the aspect (input, output) and describe processes Create a flowchart (with subroutines) to follow the course of possible events Using Level Crossing/CarPark think of all separate actions Create (sub)routines for each

KS4 – Digital functional skills (Entry 3/ Level 1)

Content Mapping – DFS Entry Level 3 and Level 1 – v2

Digital Functional Skills – Content Mapping

Subject Content Digital Functional Skills September 2023	Location in legacy Edexcel Functional Skills ICT 2010 Specification	Location in Essential Digital Skills 2020 Specification
Entry Level 3		
Using devices and handling information		
1.1 – Know the main features and uses of different types of device	Entry 3	Entry 3
1.2 – Know what an application is and the main types of application software	N/A	Entry 3
1.3 – Apply system settings	N/A	Entry 3
1.4 – Navigate online content to locate required information	Entry 1, Entry 2	Entry 3
1.5 – Carry out searches on the internet	Entry 2, Entry 3	Entry 3
1.6 – Use files to read and store information	N/A	Entry 3
1.7 – Use files and folders to organise and retrieve information	Entry 3	Entry 3
1.8 – Know when there is a problem with a device or software and know the difference between system errors and user errors	N/A	Entry 3
1.9 – Apply a solution to a simple technical problem	N/A	Entry 3
Creating and editing		
2.1 – Use a suitable application to enter, edit and format text	Entry 1, Entry 2, Entry 3	Entry 3
2.2 – Use a suitable application to enter, edit and format graphics	Entry 3	Entry 3
2.3 – Combine different types of information for a given purpose	Entry 2, Entry 3, Level 1, Level 2	Level 1
2.4 – Capture digital media and view in a suitable application	N/A	Entry 3

Subject Content Digital Functional Skills September 2023	Location in legacy Edexcel Functional Skills ICT 2010 Specifications	Location in Essential Digital Skills 2020 Specification
Level 1		
Note: the content at Level 1 subsumes and builds upon the content at Entry Level 3 where relevant		
Using devices and handling information		
1.1 Carry out searches on the internet	Level 1, Level 2	Level 1
1.2 Take account of currency, reliability and copyright when selecting information from the internet	Level 1, Level 2	Level 1
1.3 – Understand that search results may include sponsored results or advertisements and be able to recognise these	Level 2	Level 1
1.4 – Carry out searches for files	Level 1, Level 2	
1.5 – Create and use a hierarchical folder structure to organise files and use appropriate file naming convention	Level 1, Level 2	Level 1
1.6 – Save a file on Cloud storage using one device and open it on another device	N/A	N/A
1.7 – Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements	N/A	Level 1
1.8 – Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times	N/A	Level 1
1.9 – Use online resources to identify solutions to common technical problems and apply the solution	Level 2	Level 1
Creating and editing		

Impact

Our Computing curriculum aims to:

- Foster confidence in using technology for communication, creativity, and problem-solving.
- Equip students with transferable digital skills essential for further education and future employment.

- Encourage independence through structured learning pathways, with adaptive support where necessary.
- Support the development of social and emotional learning by integrating collaborative activities in a controlled, supportive environment.
- Promote safe and responsible digital citizenship, enabling students to navigate the online world effectively.
- Develop essential **life skills**, including:
    - **Communication & Social Interaction** – Using technology to express ideas, collaborate, and connect with others.
    - **Organizational Skills** – Managing digital files, following structured workflows, and improving time management.
    - **Problem-Solving & Logical Thinking** – Applying computational thinking to everyday tasks, improving resilience and adaptability.
    - **Digital Independence** – Gaining confidence in navigating digital platforms for work, learning, and leisure.
    - **Self-Advocacy & Responsibility** – Understanding online safety, personal digital footprint, and responsible use of technology.
    - **Literacy Development** – Enhancing reading and writing through typing exercises, structured document creation, digital storytelling, and comprehension activities in coding and multimedia projects.
    - **Mathematical Skills** – Strengthening numeracy through programming logic, data handling, algorithmic problem-solving, and practical applications such as spreadsheet calculations and 3D modeling.
    - **Language Skills** – Developing vocabulary through exposure to technical computing terminology, improving verbal and written communication through structured instructions, debugging explanations, and project presentations, and supporting comprehension through logical sequencing and algorithmic thinking.

Enrichment

To further support learning and engagement, learners have the opportunity to participate in **lunchtime Computing Clubs** and **Technology Enrichment Sessions**. These activities provide additional avenues for learners to explore and apply their computing skills in a relaxed, supportive, and engaging environment. Benefits include:

- **Hands-on exploration** – Access to robotics, coding challenges, and digital creativity projects beyond the structured curriculum.

- **Collaboration and teamwork** – Opportunities to work with peers on group projects, improving communication and social interaction skills.
- **Exposure to emerging technologies** – Exploration of VR, AI, 3D printing, and other advanced digital tools to inspire curiosity and future aspirations.
- **Confidence building** – Encouraging independent experimentation with technology to strengthen problem-solving skills and self-efficacy.

Culture of Capital

At Wargrave House School & College, we recognize the importance of providing learners with access to **augmented technologies** across the wider curriculum to enhance accessibility and engagement. Through the integration of assistive and adaptive digital tools, students can:

- Utilize **speech-to-text and text-to-speech software** to support literacy development.
- Access **adaptive learning platforms** tailored to individual needs, reinforcing personalized learning experiences.
- Use **alternative input devices** such as touchscreens, adaptive keyboards, and eye-tracking technology to ensure all learners can effectively interact with digital content.
- Engage with **virtual and augmented reality experiences** to deepen understanding of complex concepts in subjects such as science, history, and geography.
- Develop independence in managing their learning through **organizational apps, scheduling tools, and task management software**.

By embedding these technologies within the curriculum, we empower learners with the tools needed to overcome barriers, build confidence, and maximize their educational experiences. This approach fosters a greater sense of **inclusivity, accessibility, and digital competence**, preparing students for the demands of an increasingly technology-driven world.

By adopting a **stage-over-age** approach, we ensure that all students receive the support, challenge, and opportunities they need to achieve their full potential in Computing and develop the necessary skills for independent living and lifelong learning.

Digital Technologies in Community-Based Learning

At Wargrave House School & College, we recognize the value of integrating **digital technologies** into community-based learning experiences to enhance real-world engagement and skill development. By leveraging digital tools, students can connect with their local and wider communities in meaningful ways, building confidence, independence, and employability skills.

Key aspects of digital technology in community-based learning include:

- **Online Research & Digital Mapping** – Using technology to explore local services, plan travel routes, and understand community infrastructure.
- **Communication & Social Interaction** – Utilizing email, video conferencing, and social media in a safe and structured manner to engage with local businesses and community organizations.
- **Assistive Technologies** – Supporting independence through the use of speech-to-text, text-to-speech, and accessibility tools that help learners navigate public spaces and complete community-based tasks.
- **Workplace Readiness** – Engaging in virtual work experiences, online collaboration, and digital portfolio development to prepare for future employment opportunities.
- **Civic Engagement** – Encouraging participation in digital citizenship activities such as community surveys, digital volunteering, and online advocacy projects.
- **VR for Community Awareness** – Utilizing virtual reality simulations to practice navigating public spaces safely, such as crossing roads, using public transport, and interacting with different environments.
- **Orienteering & Navigation** – Using digital maps, GPS apps, and VR simulations to enhance learners' ability to plan routes, understand directional cues, and build spatial awareness.

By embedding digital technologies within community-based learning, we ensure that students gain practical, transferable skills that enable them to engage confidently in everyday life, fostering both independence and a deeper connection to the world around them.

Complimentary courses

Those Year 11 learners that are able to, access the Btec Digital media L2 course will choose from the following modules:

2 Structure

Pearson BTEC Level 1 Introductory Award in Digital Media

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Digital Media			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete this unit**		
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete one unit from this group**		
DM5	Creating a Storyboard	**40**	**Sector**
DM6	Designing an Interactive Presentation	**40**	**Sector**
DM7	Producing an Advert	**40**	**Sector**
DM8	Layout Design for a Digital Product	**40**	**Sector**
DM9	Creating an Animation	**40**	**Sector**
DM10	Shooting a Short Film	**40**	**Sector**
DM11	Making an Audio Recording	**40**	**Sector**
DM12	Editing and Sharing a Media Product	**40**	**Sector**

Pearson BTEC Level 1 Introductory Certificate in Digital Media

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Digital Media			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete both units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete three units**		
DM5	Creating a Storyboard	**40**	**Sector**
DM6	Designing an Interactive Presentation	**40**	**Sector**
DM7	Producing an Advert	**40**	**Sector**
DM8	Layout Design for a Digital Product	**40**	**Sector**
DM9	Creating an Animation	**40**	**Sector**
DM10	Shooting a Short Film	**40**	**Sector**
DM11	Making an Audio Recording	**40**	**Sector**
DM12	Editing and Sharing a Media Product	**40**	**Sector**

Pearson BTEC Level 1 Introductory Diploma in Digital Media

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Digital Media			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete all units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
A3	Working with Others	**30**	**Core**
A4	Researching a Topic	**30**	**Core**
Sector	**Group B units – learners must complete six units**		
DM5	Creating a Storyboard	**40**	**Sector**
DM6	Designing an Interactive Presentation	**40**	**Sector**
DM7	Producing an Advert	**40**	**Sector**
DM8	Layout Design for a Digital Product	**40**	**Sector**
DM9	Creating an Animation	**40**	**Sector**
DM10	Shooting a Short Film	**40**	**Sector**
DM11	Making an Audio Recording	**40**	**Sector**
DM12	Editing and Sharing a Media Product	**40**	**Sector**

Btec Pre-vocational studies (Entry Level 1- 3)

All learneres in KS4 that are able to access the course, cover a variety of units at Entry level 1-3 level. The Learners can cover the following modules:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	**Unit title**	**GLH**	**Type**
	Optional unit		
1	Engaging in New Situations	**30**	Optional
2	Following Given Instructions	**30**	Optional
3	Handling Own Money	**30**	Optional
4	Preparing a Meal for Yourself	**30**	Optional
5	Going on a Prepared Visit	**30**	Optional
6	Engaging in Personal Health and Wellbeing	**30**	Optional
7	Helping with an Event	**30**	Optional
8	Contributing to a Customer Service	**30**	Optional
9	Developing Digital Communication Skills	**30**	Optional
10	Participating in a Performance	**30**	Optional
11	Communicating with Others	**30**	Optional
12	Participating in a Sports Activity	**30**	Optional
13	Producing a Product	**30**	Optional
14	Taking Part in a Creative Activity	**30**	Optional
15	Exploring an Enterprise Activity	**30**	Optional
16	Exploring Future Options in the Local Community	**30**	Optional
17	Engaging in a Team Activity	**30**	Optional
18	Working Towards a Given Target	**30**	Optional
19	Producing a Basic Document	**30**	Optional
20	Navigating from One Place to Another	**30**	Optional

At Entry level 2, the learners can cover the following modules:

Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	**Unit title**	**GLH**	**Type**
	Optional unit		
1	Adapting to New Situations	**30**	Optional
2	Following Instructions to Carry Out a Task	**30**	Optional
3	Handling Money Transactions	**30**	Optional
4	Preparing a Meal for Others	**30**	Optional
5	Participating in a Visit	**30**	Optional
6	Understanding Personal Health and Wellbeing	**30**	Optional
7	Contribute to Running an Event	**30**	Optional
8	Providing a Customer Service	**30**	Optional
9	Using Digital Skills	**30**	Optional
10	Contributing to a Performance	**30**	Optional
11	Communicating with Others	**30**	Optional
12	Contribute to a Team Sport Activity	**30**	Optional
13	Create a Product	**30**	Optional
14	Being Creative	**30**	Optional
15	Contribute to an Enterprise Activity	**30**	Optional
16	Planning for the Future	**30**	Optional
17	Being Part of the Team	**30**	Optional
18	Working Towards an Agreed Target	**30**	Optional
19	Create a Document	**30**	Optional
20	Using Public Transport	**30**	Optional

At Entry level 3, the learners can cover the following modules:

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study			
Unit reference	**Unit title**	**GLH**	**Type**
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional