

# National/Foundation Skills Challenge Certificate



Mapping the  
N/F SCC against the  
Curriculum for Wales'  
Areas of Learning and Experience

## What is the purpose of this document?

This document has been produced to give information and guidance to National/Foundation Skills Challenge Certificate Coordinators, Curriculum Planners and Senior Leadership teams within schools in Wales. It will outline the importance and benefits of continuing to deliver the National/Foundation Skills Challenge Certificate until 2027<sup>1</sup>, in order to enhance the Curriculum for Wales provision within schools.

## Why is the National/Foundation Skills Challenge Certificate still important within the new Curriculum for Wales?

From 2025, Welsh Government have stated that it will be mandatory for the 14 – 16 curriculum to continue to provide learning and teaching in each of the Areas of Learning and Experience. As learners choose their GCSE and VCSE options, ensuring this all-encompassing provision may prove difficult.

By continuing to engage with the National/Foundation Skills Challenge Certificate qualification, schools will ensure that all optional Areas of Learning and Experience continue to be covered by those following the qualification from 2025.

## How does the National/Foundation Skills Challenge Certificate fit into the Areas of Learning and Experience?

This document gives an overview of how the National/Foundation Skills Challenge Certificate can be mapped against the ‘what matters’ statements of the Areas of Learning and Experience.

We have concentrated on the Areas of Learning and Experience that will be more optional to learners when they come to choosing GCSE/VCSE courses, those being:

- Humanities
- Expressive Arts
- Health and Wellbeing
- Science and Technology

We have also given guidance on how the Approved Challenge Briefs on the National/Foundation Skills Challenge Certificate webpage, along with the Generic Briefs for the Challenge components specifically support the learning and teaching of the ‘what matter’ statements within each of these Areas of Learning and Experience.

This guidance then continues to map how aspects of the National/Foundation Skills Challenge Certificate reflect learning at progression step 5, ensuring that learners can continue their progression in the Areas of Learning and Experience in accordance with the principles of progression, as stated by Welsh Government.

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<sup>1</sup> 2027 will be the first teaching of the Skills for Work, Skills for Life and Personal Project qualifications under the Full Offer of the Curriculum for Wales.

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## Overview – N/F Skills Challenge Certificate within the AoLE's

		What Matters Statements					
Humanities	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.		
	<b>Individual Project Global Citizenship Community</b>	<b>Individual Project Global Citizenship Community</b>	<b>Individual Project Global Citizenship Community</b>	<b>Individual Project Global Citizenship Community</b>	<b>Individual Project Global Citizenship Community</b>		
Expressive Arts	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.				
	<b>Global Citizenship Enterprise and Employability</b>	<b>Individual Project Global Citizenship Challenge Enterprise and Employability</b>	<b>Global Citizenship Enterprise and Employability Community</b>				
Health and Well-being	Developing physical health and well-being has lifelong benefits.	How we process and respond to our experiences affects our mental health and emotional well-being.	Our decision-making impacts on the quality of our lives and the lives of others.	How we engage with social influences shapes who we are and affects our health and well-being.	Healthy relationships are fundamental to our well-being.		
	<b>Individual Project Global Citizenship Community</b>	<b>Individual Project Community</b>	<b>Community</b>	<b>Individual Project Community</b>	<b>Global Citizenship Community</b>		
Science and Technology	Being curious and searching for answers is essential to understanding and predicting phenomena.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	The world around us is full of living things which depend on each other for survival.	Matter and the way it behaves defines our universe and shapes our lives.	Forces and energy provide a foundation for understanding our universe.	Computation is the foundation for our digital world.	
	<b>Individual Project Global Citizenship</b>	<b>Individual Project Global Citizenship Enterprise and Employability</b>	<b>Global Citizenship</b>	<b>Global Citizenship</b>	<b>Global Citizenship</b>	<b>Global Citizenship</b>	

<b>AoLE - Humanities</b>  <b>Briefs</b>	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.
Generic Global Citizenship Challenge Briefs	✓	✓	Dependent on the Global Issue chosen		
KGA1 Marine Energy Wales	✓	✓	✓		
KGA2 Extremism	✓	✓		✓	✓
KGA3 AHDB Sustainable Food Production	✓	✓	✓		
KGA4 Senedd Cymru Legal Voting Age	✓	✓		✓	✓
KGA5 Senedd Cymru Childhood Obesity	✓	✓			
KGA6 Senedd Cymru Living Sustainably	✓	✓	✓		
KGA7 Citb Developing Sustainable Housing	✓	✓			
KGA8 Citb Inclusive Employment	✓	✓		✓	✓
KGA9 Amnesty Gender Equality	✓	✓		✓	✓
KGA10 Natural Resources Wales Green Energy	✓	✓	✓		
KGA11 Christian Aid	✓	✓	✓		✓
KGA12 Llamau	✓	✓			✓
KGA13 WE Global Education	✓	✓			✓
KGA14 Oxfam Humanitarian Challenge	✓	✓	✓		✓
KGA15 Oxfam Women's Rights	✓	✓		✓	✓
KGA16 Keep Wales Tidy - Plastic Packaging	✓	✓	✓		
KGA17 Keep Wales Tidy - Marine Litter	✓	✓	✓		
KGA18 Size of Wales Deforestation	✓	✓	✓		
KGA19 Keep Wales Tidy - E-Waste	✓	✓	✓		
Generic Community Challenge Briefs	✓		✓	✓	✓
KCA7 Welsh Water - Water Usage Coaching			✓		

KCA18 Surfers Against Sewage			✓		
KCA35 - Dirt is Good – Coaching			✓		
KCA6 National Botanic Garden of Wales Neighbourhood Enhancement			✓		
KCA34 - Dirt is Good - Neighbourhood Enhancement			✓		
KCA3 Senedd Cymru Coaching				✓	
KCA9 - Children's Commissioner for Wales - Coaching				✓	
KCA19 Powys War Memorials Project				✓	
KCA1 Sports Leaders UK Coaching					✓
KCA2 Welsh Fire and Rescue Services Coaching					✓
KCA3 Senedd Cymru Coaching					✓
KCA4 Wales Police Forces Coaching					✓
KCA5 Headsmart Coaching					✓
KCA8 Network Rail Coaching					✓
KCA9 - Children's Commissioner for Wales - Coaching					✓
KCA12 National Deaf Children's Society Coaching					✓
KCA13 Dangers Of Drowning Coaching					✓
KCA16 Digital Communities Wales Coaching					✓
KCA21 Coaching RNIB					✓
KCA30 Show Racism the Red Card					✓
KCA32 Resolveit Coaching					✓

<b>AoLE- Expressive Arts</b>  <b>Briefs</b>	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
Generic Global Citizenship Challenge Briefs	✓	✓	✓
All Approved Global Citizenship Challenge Briefs	✓	✓	✓
Generic Enterprise and Employability Challenge Briefs	✓	✓	✓
All Approved Enterprise and Employability Challenge Briefs	✓	✓	✓
Generic Community Challenge Briefs		✓	✓
All Approved Community Challenge Briefs		✓	✓

<b>AoLE- Health and Well-Being Briefs</b>	Developing physical health and well-being has lifelong benefits.	How we process and respond to our experiences affects our mental health and emotional well-being.	Our decision-making impacts on the quality of our lives and the lives of others.	How we engage with social influences shapes who we are and affects our health and well-being.	Healthy relationships are fundamental to our well-being.
Generic Global Citizenship Challenge Brief	✓	✓	✓	✓	✓
KGA2 Extremism					✓
KGA4 Senedd Cymru Legal Voting Age					✓
KGA5 Senedd Cymru Childhood Obesity	✓				✓
KGA8 Citb Inclusive Employment					✓
KGA9 Amnesty Gender Equality					✓
KGA11 Christian Aid					✓
KGA12 Llamau	✓	✓			✓
KGA13 WE Global Education					✓
KGA14 Oxfam Humanitarian Challenge					✓
KGA15 Oxfam Women's Rights					✓
Generic Enterprise and Employability Brief	✓	✓	✓	✓	✓
All Approved Community Briefs	✓	✓	✓	✓	✓
Generic Community Challenge Brief	✓	✓	✓	✓	✓
KCA1 Sports Leaders UK Coaching	✓				
KC10 Sport Silver Young Ambassadors	✓				
KCA32 RESOLVEit Coaching	✓				



<b>AoLE Science and Technology</b>  <b>Briefs</b>	Being curious and searching for answers is essential to understanding and predicting phenomena.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	The world around us is full of living things which depend on each other for survival.	Matter and the way it behaves defines our universe and shapes our lives.	Forces and energy provide a foundation for understanding our universe.	Computation is the foundation for our digital world.
Generic Global Citizenship Challenge Brief	✓	✓	✓	✓	✓	✓
KGA1 Marine Energy Wales	✓	✓			✓	
KGA3 AHDB Sustainable Food Production	✓			✓		
KGA5 Senedd Cymru Childhood Obesity	✓					
KGA6 Senedd Cymru Living Sustainably	✓	✓		✓		
KGA7 Citb Developing Sustainable Housing	✓	✓		✓		
KGA10 Natural Resources Wales Green Energy	✓	✓	✓	✓	✓	
KGA16 Keep Wales Tidy- Plastic Packaging	✓	✓		✓		
KGA17 Keep Wales Tidy- Marine Litter	✓	✓	✓	✓		
KG18 Size of Wales: Deforestation and Consumption	✓		✓	✓		
KG19 Keep Wales Tidy- E Waste	✓	✓		✓		
Generic Enterprise and Employability Brief		✓				
All Approved Enterprise Briefs		✓				
Generic Community Challenge Brief		✓	✓			
KCA1 Sports Leaders UK Coaching			✓			
KCA5 Headsmart Coaching			✓			
KCA6 National Botanic Garden Neighbourhood Enhancement			✓			
KCA7 Welsh Water, Water Usage Coaching			✓	✓		
KC10 Sport Silver Young Ambassadors			✓			
KCA16 Digital Communities Wales Coaching						✓
KCA18 Surfers Against Sewage			✓			
KCA22 Cardiff Council Neighbourhood Enhancement			✓			
KCA33 STEM Coaching		✓	✓	✓	✓	✓

## Progression Step 5 - Humanities

Statements of what matters	N/F Skills Challenge Certificate – Progression Step 5 statements
<i>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future</i>	<p><b>Individual Project</b> – Enquire into a topic chosen for the Individual Project. Justifying research methodologies for the individual project. Evaluate and reflect on findings from the research. Analyse patterns and trends, present and justify conclusions. Critically evaluate the usefulness, validity, and reliability of qualitative and quantitative evidence collected for the Individual Project. Evaluate the success of enquiry, taking into consideration different viewpoints.</p> <p><b>Global Citizenship Challenge</b> – Enquire, evaluate, and reflect on findings based on the Global Issue in the Personal Standpoint. These skills will be shown in the Personal Standpoint - analyse patterns and trends, present and justify conclusions, critically evaluate the usefulness, validity, and reliability evidence, take into consideration different viewpoints.</p> <p><b>Community Challenge</b> – Enquire into the purpose and benefit of an activity to the community. Evaluate and reflect on findings from the research.</p>
<i>Events and human experiences are complex, and are perceived, interpreted and represented in different ways</i>	<p><b>Individual Project</b> – appreciate a variety of perspectives, recognise limitations of own perspective, begin to challenge own values and opinions. Analyse, explain and evaluate validity of opinions, viewpoints, and interpretations. Develop own informed and justified judgements. Can explain why a range of different interpretations are formed.</p> <p><b>Global Citizenship Challenge</b> – appreciate a variety of perspectives, recognise limitations of own perspective, begin to challenge own values and opinions. Analyse, explain and evaluate validity of opinions, viewpoints, and interpretations. Develop own informed and justified judgements. Can explain why a range of different interpretations are formed.</p>
<i>Our natural world is diverse and dynamic, influenced by processes and human actions</i>	<p><b>Global Citizenship Challenge</b> - Can evaluate the extent to which economic, social, political, cultural, religious and non-religious beliefs, (PESTLE, PRESTLE).</p> <p><b>Community Challenge</b> Learners take a practical approach in learning about an issue and then teach others. Learners take a practical approach in learning about an issue and then enhance their neighbourhood.</p>
<i>Human societies are complex and diverse, and shaped by human actions and beliefs</i>	<p><b>Community Challenge</b> Learners take a practical approach in learning about an issue and then teach others.</p>
<i>Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action</i>	<p><b>Community Challenge</b> Learners take a practical approach in learning about an issue and then teach others. Learners take a practical approach in learning about an issue and then enhance their neighbourhood.</p>

## Progression Step 5 – Expressive Arts

Statements of what matters	N/F Skills Challenge Certificate – Progression Step 5 Statements
<p><i>Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</i></p>	<p><b>Global Citizenship Challenge</b> Explore and experiment with own and others’ creative ideas when raising awareness of the issue to a defined audience in a creative and innovative way. Explain reasons behind choices made for the raising awareness activity and evaluate its effectiveness. Certain other aspects are dependent on the Brief followed and / or Individual Project title.</p> <p><b>Enterprise and Employability Challenge</b> Explore and experiment with own and others’ creative ideas when creating and implementing innovative ideas based on meeting the needs of customers and/or businesses by developing a product or service. Explain reasons behind choices made for the product or service and evaluate its effectiveness on the creative work.</p>
<p><i>Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</i></p>	<p><b>Individual Project</b> Respond critically and thoughtfully when evolving an idea for an artefact. Analyse the opinion and creative influences of others in order to independently shape and develop my artefact.</p> <p><b>Enterprise and Employability Challenge</b> Seek and act on advice or help when developing the product or service and respond to market research findings.</p> <p><b>All Challenges</b> Reflection on processes and outcomes in the Personal Review.</p>
<p><i>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</i></p>	<p><b>Global Citizenship Challenge</b> Consider intent, purpose and audience in an informed way when presenting and marketing creative work when raising awareness of the chosen global issue.</p> <p><b>Enterprise and Employability Challenge</b> Consideration of promotion and people (within the 5Ps) when evaluating marketing of a product or service. Evolving the idea of the product or service by analysing and acting on feedback.</p> <p><b>Community Challenge</b> Consideration of ethical and legal implications when planning and implementing community activity.</p>

## **Progression Step 5 – Health and Wellbeing**

Statements of what matters	N/F Skills Challenge Certificate – Progression Step 5 statements
<i>Developing physical health and well-being has lifelong benefits.</i>	<p><b>Individual Project</b> Research topics exploring long-term benefits of exercise on well-being.</p> <p><b>Community Challenge</b> Learners take a practical approach in learning about physical health and a wellbeing issue and then teach others.</p>
<i>How we process and respond to our experiences affects our mental health and emotional well-being.</i>	<p><b>Individual Project</b> Research topics exploring factors affecting mental health and well-being.</p>
<i>Our decision-making impacts on the quality of our lives and the lives of others.</i>	<p><b>Individual Project</b> Research, examine and evaluate a range of evidence to make considered and informed decisions.</p> <p><b>Community Challenge</b> Set appropriate goals, plan a course of action and overcome challenges to achieve them. Critically evaluate factors and implications, including risks, when making decisions individually and collectively. Research, examine and evaluate a range of evidence to make considered and informed decisions.</p> <p><b>Global Citizenship Challenge</b> Critically evaluate factors and implications, including risks, when making decisions individually. Research, examine and evaluate a range of evidence to make considered and informed decisions.</p>
<i>How we engage with social influences shapes who we are and affects our health and well-being.</i>	<p><b>Individual Project</b> Research topics exploring how social pressure can have a detrimental effect on mental health and well-being.</p>
<i>Healthy relationships are fundamental to our well-being.</i>	<p><b>Global Citizenship Challenge</b> Can advocate the rights of myself and others.</p>

## Progression Step 5 – Science and Technology

Statements of what matters -	N/F Skills Challenge Certificate – Progression Step 5 statements
<p><i>Being curious and searching for answers is essential to understanding and predicting phenomena.</i></p>	<p><b>Individual Project</b> Devise, justify and use systematic methods of inquiry to rigorously investigate my scientific questions and recognise limitations. Link experimental findings and theoretical <i>knowledge</i> to draw valid conclusions. Critically evaluate the quality of data, apply and make links between a range of <i>models</i> and use them to support or challenge theories. Research and evaluate claims presented as scientific facts by considering the validity of the supporting evidence. Evaluate alternative theories, where the evidence available does not conclusively support one outcome, to form a considered opinion.</p> <p><b>Global Citizenship Challenge</b> Link experimental findings and theoretical <i>knowledge</i> to draw valid conclusions. Critically evaluate the quality of data. Apply and make links between a range of <i>models</i> and use them to support or challenge theories. Evaluate the effectiveness of <i>models</i> and refine them to better fit the evidence available. Research and evaluate claims presented as scientific facts by considering the validity of the supporting evidence. Evaluate alternative theories, where the evidence available does not conclusively support one outcome, to form a considered opinion. Evaluate contemporary issues that affect the planet and biodiversity. Evaluate the effectiveness and impact of scientific and technological solutions on a personal, societal and environmental level.</p>
<p><i>Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</i></p>	<p><b>Individual Project (ARTEFACT ROUTE)</b> Investigate, analyse and draw inspiration from historical, cultural and other sources to design new proposals that add value. Prioritise and justify multiple design factors to improve the effectiveness of my design decisions. Use <i>design thinking</i>, including my successes and failures, to test and refine my design decisions. Use an iterative process naturally which considers both potential intended and unintended consequences of my designs, in order to adapt and justify proposals. Use my making <i>skills and knowledge</i> of materials to produce high-quality and effective outcomes. Tackle challenging problems, independently and collaboratively, to address wider design requirements in increasingly unfamiliar contexts. Use <i>design thinking</i>, including my successes and failures, to test and refine my design decisions. Use my making skills and <i>knowledge</i> of materials to produce high-quality and effective outcomes.</p> <p><b>Global Citizenship Challenge</b> Investigate, analyse and draw inspiration from historical, cultural and other sources to design new proposals that add value. Prioritise and justify multiple design factors to improve the effectiveness of my design decisions. Use <i>design thinking</i>, including my successes and failures, to test and refine my design decisions. Use an iterative process naturally which considers both potential intended and unintended consequences of my designs, in order to adapt and justify proposals. Use my making <i>skills and knowledge</i> of materials to produce high-quality and effective outcomes.</p> <p><b>Enterprise and Employability Challenge</b> Tackle challenging problems, independently and collaboratively, to address wider design requirements in increasingly unfamiliar contexts. Use <i>design thinking</i>, including my successes and failures, to test and refine my design decisions. Independently select and apply appropriate communication methods to develop and present my ideas fluently. Engage with feedback from different audiences and respond constructively to it. Use my making <i>skills and knowledge</i> of materials to produce high-quality and effective outcomes.</p>