GOV•UK

Department for Education

Guidance

Framework for transferable skills

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Applies to England

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The purpose of this document is to set out the common language used in V Levels, foundation certificates and occupational certificates that is included in the subject content for the transferable skills and work-related behaviours.

This document should be read alongside the qualification subject content which sets out the skills and behaviours that can be developed and demonstrated by engaging with work-related outcomes and learning outcomes.

This framework is broadly the same as that approved for use in T Levels subject content.

The lists below are indicative and are not intended to be exhaustive. The transferable skills and work-related behaviours will be kept under review and updated as appropriate, part of the subject content development process.

The framework provides further information for awarding organisations (AOs) when creating the detail of qualification specifications.

Transferable skills

Transferable skills that may be developed and demonstrated through the subject content:

- analysing – identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering
- communicating – active listening, use of visual, oral and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- creativity – lateral thinking, making novel connections, handling ambiguity, taking acceptable risks, forming ideas iteratively, future-proofing
- critical thinking – questioning, evaluating pros and cons, using logic and reasoned argument, synthesising and concluding
- decision making – clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating, concluding
- evaluating – considering and appraising process and evidence, making recommendations
- investigating – identifying sources, developing search criteria and queries, interrogating data, designing and carrying out tests

- leading – inspiring others, setting direction, taking responsibility, modelling appropriate behaviours
- observing – situational awareness, monitoring
- physical dexterity – precise and controlled movement, agility, co-ordination, delicacy, appropriate application of force
- planning – identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity
- recording – transcribing, noting, capturing, saving, storing
- self-managing – monitoring, reflecting and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice

Work-related behaviours

Work-related behaviours signposted where they can be developed through engagement with the subject content, so that awarding organisations may set out in specifications for teaching and learning:

- adaptable – able to adjust to new conditions
- assertive – having or showing a confident and forceful personality
- attention to detail – the ability to accomplish or complete a task while demonstrating a thorough concern for all the areas involved, no matter how small
- committed – dedicated, pledged or bound to a certain course or policy
- empathetic – showing an ability to understand and share the feelings of another
- enterprising – having or showing initiative and resourcefulness
- enthusiastic – having or showing intense and eager enjoyment, interest, or approval, you show how much you like or enjoy it by the way that you behave and talk
- flexible – ready and able to change so as to adapt to different circumstances
- focussed – giving a lot of attention, time and effort to one particular area of a business, and knowing exactly what you want to achieve
- helpful – useful, ready to give help
- honest – truthful and sincere
- inclusive – not excluding any of the parties or groups involved in something

- independent – free from outside control, not subject to another's authority
- integrity – being honest and having strong moral principles
- perceptive – having or showing sensitive insight
- persistent – continuing firmly or obstinately in an opinion or course of action in spite of difficulty or opposition
- polite – having or showing behaviour that is respectful and considerate of other people
- professional – conducting oneself with responsibility, integrity, accountability, and excellence
- punctual – happening or doing something at the agreed or proper time
- reflective – reflective people are people who reflect on things, look back at things that have been done or said in order to think calmly and quietly about them
- reliable – consistently good in quality and performance, able to be trusted
- resilient – able to withstand or recover quickly from difficult conditions
- respectful – respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them
- responsible – accountable, amenable, answerable, and liable, having an obligation to do something, or having control over or care for someone, as part of one's job or role
- responsive – reacting quickly and positively
- self-aware – the ability to focus on yourself and how your actions, thoughts, or emotions do or do not align with your internal standards
- self-confident – behaving calmly because you have no doubts about your ability or knowledge, it means you accept and trust yourself and have a sense of control in your life, you know your strengths and weakness well, and have a positive view of yourself, you set realistic expectations and goals, communicate assertively, and can handle criticism
- self-controlled – having control over emotions and actions
- socially adept – socially adept people have the skills and competence to thrive in various social settings, they tend to enjoy interacting with others, and they get along with people easily, they know how to keep conversations going, and they are usually great with small talk
- takes initiative – the ability to assess and initiate things independently
- tolerant – showing willingness to allow the existence of opinions or behaviour that one does not necessarily agree with

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