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LEVEL 2 FOUNDATION CERTIFICATE

Education

First teaching from September 2027, First Award 2029

Draft Specification

This DRAFT specification has yet to be approved by Ofqual. Centres should therefore expect changes in the final approved version.

Behind *every* TEACHER

Qualification title	WJEC Level 2 Foundation Certificate in Education
Qualification objective	The WJEC Foundation Certificate in Education provides learners with the knowledge, understanding and skills associated with a broad vocational area. The qualification supports progression to Level 3 academic, technical and vocational study while providing an engaging programme of applied learning. Achievement in the qualification provides valid and reliable evidence of attainment that may be used to support progression decisions by education and training providers. It is designed to prepare learners for successful progression to further study and training within the vocational area.
WJEC Qualification Code	
QAN Number	
Age groups approved for	16–19, 19+
First teaching	September 2027
First certification	Summer 2028

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

Supporting Qualification Documents

This specification provides the depth and breadth of the teaching and learning content, you should also refer to the other qualification-specific documents available on our website, including:

- Assessment Administration Guide
- Sample Assessment Materials; including:
  - Candidate Assessment Packs
  - Information for teachers
  - Candidate brief
  - Mark scheme
  - Resource files.

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This specification meets the requirements of the following regulatory documents published by Ofqual:

- Foundation Certificate Qualification Level Conditions and Requirements, which set out the regulatory requirements that apply to all Foundation Certificate qualifications.
- Foundation Certificate Qualification Level Guidance, which supports compliance with the Foundation Certificate Qualification Level Conditions and Requirements.
- Foundation Certificate Level Conditions and Requirements for Education, which set out the additional requirements specific to this Foundation Certificate subject.
- General Conditions of Recognition, which contain the rules that all awarding organisations and their qualifications must meet when offering regulated qualifications in England.

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Learning and achieving together

Educational reform creates opportunities for innovation and improvement, but it also brings significant demands for schools and colleges. Successfully introducing new qualifications requires more than effective qualification design; it requires an awarding organisation with the experience, expertise and commitment to support centres every step of the way.

WJEC has extensive experience developing and delivering both general and vocational qualifications and supporting centres through periods of qualification reform. Through close collaboration with teachers, leaders, employers and industry specialists, we understand the realities of implementing change and the practical support needed to ensure successful delivery.

Our approach is built on partnership. We recognise that introducing a new qualification is a significant investment of time, resource and expertise, and we are committed to working alongside centres from first approval through to first assessment and beyond. We listen to feedback, respond to emerging needs and continually refine our support to ensure it remains relevant, practical and effective.

Centres choosing WJEC will have access to a comprehensive support package designed to build confidence and reduce workload. This will include high-quality teaching and learning resources, detailed qualification guidance, assessment support materials, exemplification, professional learning opportunities, regular communications and access to subject specialists. Our support package will help centres understand qualification requirements, prepare learners effectively and approach assessment with confidence.

We believe that successful qualifications are built on strong relationships. By combining subject expertise, responsive support and a deep understanding of educational change, we aim to provide centres with the confidence to embrace new opportunities and focus on what matters most: delivering outstanding outcomes for learners.

As Foundation Certificates are introduced, our commitment is to be a trusted partner for centres, providing the guidance, resources and expertise needed to support successful implementation and long-term delivery.

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Summary of assessment

This qualification has five learning outcomes, each is divided into 'knowledge and understanding' (KU) and 'skills' (SK) content.

- Knowledge and understanding – the theoretical facts, principles, concepts, and procedures that learners should acquire.
- Skills – the subject-specific and transferable skills needed to achieve a learning outcome.

LO1	Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities
LO2	Demonstrate purposeful communication with others to share information relating to student progress
LO3	Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress
LO4	Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning
LO5	Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress

Content Area	Assessment	Weighting	Marks/Points
Content Area 1: Principles of Education and Practice	**Assessment 1:** Assessment by examination: 1 hour 30 minutes	40% of qualification	80 marks
Content Area 2: Inclusion, Assessment and Progress	**Assessment 2:** Non-exam assessment: 4 hours	24% of qualification	60 marks
Content Area 3: Planning and Preparing for Learning	**Assessment 3:** Non-exam assessment: 6 hours	36% of qualification	90 marks

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1. Introduction

1.1. Purpose and aims

WJEC Foundation Certificates are Level 2 qualifications designed for learners who wish to develop knowledge, understanding and skills within a broad vocational area before progressing to Level 3 study.

The qualifications provide engaging and applied learning experiences that combine the development of vocational knowledge with opportunities to apply learning in authentic contexts. Learners develop subject-specific knowledge and skills alongside transferable skills and work-related behaviours that support future learning.

Foundation Certificates are intended primarily to support progression to Level 3 qualifications across technical, vocational and academic pathways. They form part of a broader programme of study and may be undertaken alongside qualifications in English and mathematics.

Achievement in a Foundation Certificate provides reliable evidence that a learner has met the knowledge, understanding and skills requirements of the qualification and is ready to progress within the subject area.

WJEC Foundation Certificates:

- Provide learners with nationally agreed knowledge, understanding and skills within a broad vocational area
- enable learners to apply their learning in practical and work-related contexts
- support progression to Level 3 study in a related subject area
- develop transferable skills and behaviours valued in further learning and employment
- provide valid and reliable evidence of learner attainment
- support schools, colleges and other providers in making progression decisions and demonstrating learner achievement

This qualification is aligned with Level 2 of the Regulated Qualifications Framework (RQF) and forms part of the Foundation Certificate qualification suite regulated by Ofqual.

The aims and purpose of the Foundation Certificate in Education is to enable students to:

- apply their knowledge, understanding and skills to the five learning outcomes
- develop transferable skills through their application within the context of achieving the learning outcomes
- develop literacy, numeracy and digital skills through their application within the context of achieving the learning outcomes
- develop knowledge, understanding and skills relevant to education settings.
- apply learning to realistic education-related and work-related contexts.
- understand how learners develop, learn and make progress.
- plan learning activities for different stages of learning.
- use assessment information to support and improve learner progress.
- promote inclusive practice and support participation for all learners.
- communicate effectively and professionally in educational contexts.
- contribute to safe learning environments through the use of risk assessments.
- interpret information and evidence to make informed decisions.
- develop transferable skills, including planning, communication and problem-solving.
- explore progression opportunities within education and related sectors.

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1.2. Prior learning and progression

There are no specific prior learning requirements for this qualification. It is designed primarily for learners aged 16 to 19 who wish to undertake study in a broad vocational area and prepare for progression to Level 3 study.

Learners may enter the qualification having previously achieved Level 1 or Level 2 qualifications, including GCSEs and other vocational or technical qualifications, or through relevant prior learning and experience.

The qualification is intended primarily to support progression to Level 3 study, including A Levels, V Levels, T Levels and other technical, vocational and academic qualifications, where appropriate. It provides a suitable foundation for further learning by enabling learners to develop and demonstrate knowledge, understanding and skills within a broad vocational area.
Achievement in the qualification can support progression decisions by schools, colleges and other education and training providers, helping learners make informed choices about their future educational pathways.

1.3. Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Foundation Certificate in Education has been designed to be delivered within 240 guided learning hours. The qualification has been designed as a 1-year programme for post-16 learners. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each content area and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each content area.

	Weighting	GLH
Content Area 1	40%	110
Content Area 2	24%	52
Content Area 3	36%	78
Totals	**100%**	**240 hours**

Total qualification time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

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The total qualification time for this qualification has been calculated as 305 hours. This includes:

- 240 hours of guided learning and/or supervised assessment
- 65 hours of non-supervised assessment related activities (for example independent research undertaken to support a supervised assessment task).

1.4. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.5. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the education sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

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2. Content areas

2.1. Content area format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction. This includes classroom teaching, practical activities, supervised study and accompanying assessment.
Overview of content area	Provides a concise summary of the content's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered.
Learning outcomes	Lists the learning outcomes that are covered by the content area.
Summary of assessment	Summarises the assessment methods for the content area.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Amplification	Outlines the knowledge, understanding, and skills that learners need to be taught.

2.2. How to read the amplification

The amplification provided in the right-hand column uses the following two/three stems to indicate the expected depth of learning.

'Learners should know' is used when learners are expected to acquire and demonstrate knowledge through the recall, recognition or identification of facts, terms, features, processes or other subject content.

'Learners should understand' is used when learners are expected to demonstrate comprehension and understanding by explaining, interpreting, describing or discussing concepts, principles, theories, processes or information.

'Learners should know and understand' is used when learners are expected to acquire and demonstrate knowledge and understanding of concepts, principles, theories, processes or information. This includes being able to recall, describe, explain, interpret and discuss what they have learned.

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2.3. Teaching content

Teaching content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4 Opportunities to develop transferable skills including literacy, numeracy and digital skills

This qualification provides learners with opportunities to develop a range of transferable skills that are valued in education and wider employment contexts. Learners develop skills in planning, investigation, problem solving, decision making, communication, organisation and self-management through activities that require them to interpret information, plan learning activities, support inclusion, assess risks and make recommendations based on evidence. These skills are embedded throughout the qualification and can be applied in realistic educational scenarios, enabling learners to demonstrate their ability to use knowledge and understanding in practical contexts.

This qualification provides opportunities for learners to develop and apply literacy, numeracy and digital skills within meaningful educational contexts. Literacy skills are developed through researching information, interpreting learner profiles and assessment information, producing learning plans, risk assessments and recommendations, and communicating information using appropriate subject-specific terminology. Numeracy skills are developed through interpreting quantitative assessment information, identifying patterns and trends, allocating resources and considering timings when planning learning activities. Digital skills are embedded throughout the qualification, with learners using digital technologies to research, create, organise, communicate and present information. These skills are developed through both teaching and assessment activities, preparing learners for further study and employment within the education sector. References to the transferable that may be demonstrated through engagement with each learning outcome have been signposted in a table at the end of each Content Area.

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2.5 Opportunities to develop work related behaviours

Through the study of the principles and practices that support learning within education settings, learners may demonstrate a range of work-related behaviours valued within the education sector. References to work-related behaviours that may be demonstrated through engagement with each learning outcome have been signposted in a table at the end of each Content Area.

2.6 Opportunities to develop key theories and principles

This qualification provides opportunities for learners to develop an understanding of the key theories and principles that underpin educational practice. Learners explore concepts relating to learning and development, learning activity design, assessment for learning, inclusion, communication, health and safety, risk management and evidence-based practice. They apply these principles when planning learning activities, supporting inclusion, communicating with others, assessing progress and making recommendations to support future learning. Through the assessment of both knowledge and practical application, learners develop an understanding of how educational theories and principles inform effective practice within a range of learning environments.

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Content Area 1 Principles of Education and Practice

GLH	110
Overview of content area	This unit assesses learners' knowledge and understanding of the principles and practices that support effective learning, inclusion, communication, safety and learner progress within education settings. Drawing on content from all five learning outcomes, learners develop an understanding of how learning activities are planned and adapted, how information is communicated appropriately and professionally, how inclusive practice supports participation and achievement, how risks are identified and managed, and how assessment information can be interpreted to inform decisions. This broad foundation of knowledge reflects the key responsibilities of those working with children and students in a range of educational contexts.
Learning outcomes	Knowledge and understanding for: LO1 Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities LO2 Demonstrate purposeful communication with others to share information relating to student progress LO3 Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress LO4 Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning LO5 Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress
Summary of assessment	Assessment by Examination. Through the assessment by examination of the core concepts, learners will be required to apply their knowledge and understanding to a range of education and workplace scenarios.
Resources required for assessment	There are no specific requirements for assessment.

Content

LO1 Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities
Learners will gain knowledge and understanding in the following areas: KU1.1 The key learning stages within the UK education system KU1.2 The different types of learning activities used to support learning KU1.3 Learning goals and their use in planning and supporting learning KU1.4 The resources required to support learning activities KU1.5 Assessment methods used to confirm that learning goals have been achieved KU1.6 Sources of information used to support the design of learning activities KU1.7 The importance of using specific learning goals when designing learning activities

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KU1.8 The purpose and suitability of different types of learning activities in supporting learning
KU1.9 How the design of learning activities can minimise waste through sustainable use of resources.

Section	Amplification

KU1.1 The key learning stages within the UK education system.	Learners should know:
	• the different key learning stages within the UK education system, including:
	  • Early years foundation stage (EYFS)
	  • Primary education (Key Stage 1and 2)
	  • Secondary education (Key Stage 3 and 4)
	  • Post-16 provision.
	
	Learners should know and understand the typical age range, developmental characteristics and educational expectations associated with the key learning stages.

KU1.2 The different types of learning activities used to support learning.	Learners should know and understand:
	• the different types of learning activities that can be used to support learning including:
	  • acquisition activities - to support learners to develop knowledge, information and skills through research.
	  • inquiry-based activities - to encourage learners to ask questions, solve problems and develop conclusions.
	  • collaborative activities - to involve learners working with others to share ideas, communicate and develop teamwork skills.
	  • practical activities - to provide opportunities for learners to develop and demonstrate skills through hands-on experiences.
	  • production - to enable learners to create, design or produce an outcome that demonstrates their learning.
	  • technology-based activities – to include the use of digital learning tools, virtual learning environments and multimedia.
	
	Learners should understand:
	• the importance of selecting appropriate learning activities for:
	  • meeting learning goals
	  • engagement
	  • inclusion
	  • participation
	  • opportunities for progression
	  • evidence of assessment in learning.

KU1.3 Learning goals and their use in planning and supporting learning.	Learners should know and understand:
	• how to set specific learning goals that identify what learners are expected to know, understand or be able to do by the end of a learning activity
	• how to use the SMARTER criteria when developing learning goals:
	  • Specific – clearly state what the learner will achieve.
	  • Measurable – identify how achievement can be demonstrated or assessed.
	  • Achievable – ensure the goal is realistic for the learner and their current level of ability.
	  • Relevant – ensure the goal is meaningful and appropriate to the subject, programme and learner.

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	• Time-bound – identify an appropriate timeframe for achieving the goal. • Evaluated – consider whether the goal has been achieved and the effectiveness of the learning activity. • Reviewed – use assessment evidence and feedback to review or revise the goal. • the purpose of action verbs and how they support the development of SMARTER. • how to develop child/student-centred learning goals to focus on what the learner will achieve • the importance of limiting the number of learning goals so that they remain realistic, manageable and achievable within the available learning time.
KU1.4 The resources required to support learning activities.	Learners should know and understand: • the range of resources needed for learning activities including: • equipment (selection based on learning goals, learner needs, suitability, availability and safety) • technology (supporting understanding, access to information, inclusion and independent learning) resources • materials (selected according to learning goals, learning stage, learner needs, accessibility and suitability) • staffing (appropriate knowledge, skills, supervision and support) • required space (accessibility, safety, layout and learner numbers) • time available (preparation, delivery, participation and assessment).
KU1.5 Assessment methods used to confirm that learning goals have been achieved.	Learners should know and understand: • the assessment methods used to confirm learning goals have been met, including: • observation (to assess learners' knowledge, skills, participation, behaviours and practical performance) • questioning (to assess learners' knowledge, understanding, recall and ability to explain their thinking) • child/student-led reflection (to identify strengths, areas for development and progress towards learning goals) • comparing starter and plenary assessments (to establish prior learning and determine the extent to which learning has taken place) • reviewing learners' outputs: (including reports, answers, presentations, projects and practical artefacts to determine whether learning goals have been achieved) • how the use of assessment for learning (AfL), including formative, summative, diagnostic and comparative assessment helps to identify progress and inform next steps.
KU1.6 Sources of information used to support the design of learning activities	Learners should know and understand: • the sources of information needed to design learning activities for children and students at different key learning stages, including: • child/student profile -age, developmental stage, prior learning, interests, strengths, learning needs, group dynamics and support requirements • group/class profiles -age, developmental stage, prior learning, interests, strengths, learning needs, group dynamics and support requirements

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	• learning goal requirements -intended outcomes, age-appropriate learning goals, expected knowledge, skills and understanding, and relevant curriculum or framework requirements • resource requirements -including equipment, materials, staffing, space, availability, accessibility, safety and suitability and constraints • assessment opportunities -including observation, questioning, discussion and practical activities used to identify progress, strengths and areas for development.
KU1.7 The importance of using specific learning goals when designing learning activities	Learners should know and understand: • the importance of using specific learning goals in designing learning activities for all children/students, including: • expected early learning goals within the statutory framework and areas of learning and development from birth to five years, including the role of the EYFS in supporting learning, development and progression through play • goals related to areas of learning and development within the National Curriculum, including age-appropriate knowledge, skills and progression across primary and secondary education • learning goals i, including academic, vocational, employability, professional development and independent living outcomes that reflect learners' prior experience, aspirations and intended progression.
KU1.8 The purpose and suitability of different types of learning activities in supporting learning	Learners should know and understand: • the purpose and suitability of different types of learning activities for different learning stages, including: • teacher-centred activities, where the teacher or practitioner leads learning through approaches such as explanation, demonstration, modelling or guided practice • student-initiated activities, where learners take greater responsibility for directing and developing their learning • collaborative activities, where learners work together to share ideas, solve problems, complete tasks or produce outcomes • interactive activities, involving active participation through questioning, discussion, practical tasks, resources or learning environments • technology-based activities, using digital tools, educational software, online resources or virtual learning environments.

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KU1.9 Minimising waste when planning learning activities	Learners should know and understand:
	• the importance of designing learning activities to minimise waste including ways to:
	  • Refuse – unnecessary or single-use resources
	  • Reduce – waste of materials required for an activity
	  • Reuse – resources across different learning activities
	  • Repurpose – existing resources to create new materials
	  • Recycle – suitable materials and dispose of waste responsibly.
	• the importance of considering the environmental impact, cost and practical suitability of resources when planning learning activities.

Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
KU1.1	✓			✓					✓		
KU1.2	✓		✓	✓	✓				✓		✓
KU1.3	✓		✓		✓	✓			✓		
KU1.4	✓			✓	✓				✓	✓	✓
KU1.5	✓	✓	✓		✓		✓	✓	✓		
KU1.6	✓	✓		✓	✓				✓		
KU1.7	✓				✓				✓		
KU1.8	✓			✓	✓			✓	✓		✓
KU1.9	✓			✓	✓				✓	✓	

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Work-related behaviours

	Perceptive	Reflective	Focused
KU1.1	✓		
KU1.2	✓	✓	
KU1.3		✓	✓
KU1.4	✓	✓	
KU1.5	✓	✓	
KU1.6	✓	✓	
KU1.7		✓	✓
KU1.8	✓	✓	
KU1.9		✓	✓

LO2 Demonstrate purposeful communication with others to share information relating to student progress

Learners will gain knowledge and understanding in the following areas:
KU2.1 The different individuals that educators interact with
KU2.2 Communication techniques
KU2.3 The ways to ensure communication is purposeful
KU2.4 The potential barriers to purposeful communication
KU2.5 Safeguarding, confidentiality and data protection
KU2.6 Identifying the context of communication

Section	Amplification

KU2.1
The different individuals that educators interact with
	Learners should know:
	• the different individuals that educators interact with, including:
	  • parents
	  • carers
	  • wider family
	  • agencies and services that support families
	  • colleagues within the education setting
	  • industry professionals outside the education setting.
	
	Learners should understand the role of these different individuals and importance of effective communication working with them.

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KU2.2
Communication techniques
	Learners should know and understand:
	• communication techniques used to communicate purposefully, including:
	  • verbal – discussion, questioning, meetings and presentations
	  • visual – images, diagrams, charts, symbols and presentations
	  • written methods – emails, reports, progress records and other documentation
	  • use of technology – email, video conferencing, online learning platforms, messaging systems and digital reports.
	
	• the importance of professionalism in selecting and adapting communication methods to the needs, abilities and preferences of the individual.

KU2.3
The ways to ensure communication is purposeful
	Learners should know and understand:
	• the ways to ensure communication is purposeful and professional by:
	  • being clear, concise and courteous - ensuring that information is relevant, accurate and easy for the individual to understand.
	  • demonstrating active listening - paying attention, allowing others to speak, responding to other with appropriate questions and clarifying information.
	  • considering the audience when communicating their role, knowledge, needs and communication preferences
	  • being aware of non-verbal communication including: facial expressions, body language, posture, eye contact, personal space, professional appearance, tone of voice and the effect that it may have on others.

KU2.4
The potential barriers to purposeful communication
	Learners should know and understand:
	• the potential barriers to purposeful communication, including:
	  • language differences - leading to misunderstanding, inaccurate interpretation or difficulty expressing needs and concerns.
	  • the use of jargon and technical language – educational, technical or unexplained terminology can create barriers in communication.
	  • how cultural differences can influence communication styles, expectations, non-verbal communication and the interpretation of information, and the importance of avoiding assumptions or stereotypes.
	  • physical conditions or impairments -, can affect communication and access to information such as hearing impairment.
	  • providing too much information – which can overwhelm the recipient and reduce the effectiveness of communication.
	• how potential barriers can affect understanding, relationships and the sharing of information
	• the importance of understanding ways to overcome communication barriers, through the use of:
	  • clear and accessible language
	  • explaining or avoiding jargon
	  • adapting the pace and format of communication
	  • checking understanding
	  • providing information in manageable sections
	• the use of appropriate support for communication including:
	  • Interpreter and translation services
	  • hearing assistance and visual resources

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	• accessible formats and suitable technology. • the importance of adapting communication to the individual and checking that the intended message has been understood.

KU2.5 Safeguarding, confidentiality and data protection	Learners should know and understand:
	• why safeguarding, confidentiality and data protection are important when sharing student information, including:
	  • the need to protect students from harm
	  • to respect their privacy
	  • to ensure that personal information is handled appropriately.
	• the circumstances in which confidentiality may need to be breached, including where there is a safeguarding concern or a risk of harm
	• the role of consent, including:
	  • collecting information
	  • sharing child/student information
	  • how information will be used
	  • following setting policies (data protection, confidentiality, safeguarding)
	  • sharing confidentiality limits.

KU2.6 Identifying the context of communication	Learners should know and understand:
	• that it is important to identify the context of any communication
	• that information about student progress is shared effectively and professionally
	• the importance of identifying:
	  • who the communication is with - their role, relationship with the child/student and any specific information needs.
	  • where the communication takes place - the location or setting of communication, meeting, telephone call, or online meeting and how this may affect the situation.
	  • how the communication takes place - written, visual and technology-based methods of communication and how the influence of each method on communication.
	  • prior communication or background - relevant records, previous discussions, assessments or concerns raised to avoid repeat discussions or inconsistencies.
	  • understanding the background of the situation to ensure accuracy, relevance and sensitivity.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
KU2.1			✓	✓					✓		
KU2.2			✓		✓		✓	✓	✓		✓
KU2.3			✓		✓	✓		✓	✓		
KU2.4		✓	✓	✓	✓			✓	✓		✓
KU2.5			✓	✓	✓		✓		✓		✓
KU2.6	✓	✓	✓	✓	✓		✓	✓	✓		✓

Work-related behaviours

	Self-confident	Professional
KU2.1		✓
KU2.2	✓	✓
KU2.3	✓	✓
KU2.4		✓
KU2.5		✓
KU2.6	✓	✓

LO3 Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress

Learners will gain knowledge and understanding/skills in the following areas:
KU3.1 The importance of inclusion when designing learning activities
KU3.2 Applying inclusion when delivering learning activities to children and students
KU3.3 Statutory frameworks
KU3.4 Guidance and approaches that support inclusive practice

Section	Amplification

KU3.1 The importance of inclusion when designing learning activities	Learners should know and understand:
	• the importance of inclusion to ensure participation, remove barriers and provide equal opportunities
	• how applying an inclusive approach to learning activities has positive benefits:
	  • for the individual by:
	  • celebrating achievements
	  • enabling participation
	  • encouraging self-confidence

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	• reducing barriers • supporting engagement. • for other children/students by: • enriching learning experiences • promoting equal opportunities • recognising diversity • removing prejudice • valuing differences.
KU3.2 Applying inclusion when delivering learning activities to children and students	Learners should know and understand: • how inclusion can be applied when delivering learning activities to meet diverse needs of children/students including: • allowing the child / student to demonstrate understanding in different ways • identifying and removing physical barriers • making use of different media • making use of digital tools and assistive technology • providing necessary resources and support • presenting content in different formats • scaffolding learning • using accessible language • varying activities.
KU3.3 Statutory frameworks	Learners should know: • the importance of statutory frameworks including: • the Early Years Foundation Stage (EYFS) • the Equality Act 2010 • the SEND Code of Practice • how they promote inclusion in learning activities. Learners should understand: • how statutory frameworks are applied in practice when working with children and students to encourage inclusion, participation and progress including: • equitable representation – age, disability, family dynamics, gender reassignment, race, region/belief, sex, sexual orientation • equitable access – disability, family dynamics, gender reassignment, race, religion/belief • equitable involvement – age, disability, family dynamics, gender reassignment, race, religion/belief, sex, sexual orientation.
KU3.4 Guidance and approaches that support inclusive practice	Learners should know and understand: • the purpose of guidance and approaches which support inclusive practice • the role of the Education Endowment Foundation (EEF) to provide evidence-informed approaches, high-quality teaching and support for disadvantaged learners • the role of Universal Design for Learning (UDL) multiple means of engagement, representation and expression • how guidance and approaches support inclusion, participation and progress including through: • access • belonging • collaboration • diversity.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
KU3.1	✓		✓		✓			✓	✓		
KU3.2	✓		✓	✓	✓			✓	✓		✓
KU3.3	✓			✓	✓				✓		
KU3.4	✓	✓		✓	✓				✓		

Work-related behaviours

	Perceptive	Reflective	Responsive
KU3.1	✓	✓	
KU3.2	✓	✓	✓
KU3.3	✓	✓	
KU3.4	✓	✓	✓

LO4 Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning

Learners will gain knowledge and understanding in the following areas:
KU4.1 Meaning of hazards and risks
KU4.2 The purpose of risk assessment in education
KU4.3 The components of a risk assessment document
KU4.4 Hazards to consider when setting up indoor learning activities
KU4.5 Controls used to minimise risks
KU4.6 Legal requirement of employers to protect employees and others

Section	Amplification
KU4.1 Meaning of hazards and risks	Learners should know the definition of a: • hazard as the potential to cause harm • risk as likelihood, great or small, that someone will be harmed by the hazard. Learners should understand: • that hazards may be present in learning environments and should be identified as part of the risk assessment process. • the difference between a hazard and a risk • that risk may vary depending on the activity, environment and people involved.

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KU4.2 The purpose of risk assessment in education	Learners should know and understand the purpose of risk assessment in education is: • to identify hazards that may affect health and safety • to evaluate the risk of harm arising from those hazards • to take appropriate action to protect employees, children/students and visitors from harm. Learners should know and understand that risk assessment supports: • safer learning environments • the safe delivery of learning activities.
KU4.3 The components of a risk assessment document	Learners should know the main components of a risk assessment document: • what the hazards are • who might be harmed • existing controls in place • additional controls required • who is responsible for implementing required actions. Learners should understand the importance of: • recording risk assessment information clearly • reviewing risk assessments periodically and when circumstances change.
KU4.4 Hazards to consider when setting up indoor learning activities	Learners should know the main hazards that may be present when setting up indoor learning activities, including: • equipment • materials • sharp objects • small objects that may present a choking hazard for children • furniture and fixtures • electrical services and equipment. Learners should understand: • how these hazards may create the potential for harm • the importance of checking learning environments, materials and equipment before activities take place.
KU4.5 Controls used to minimise risks	Learners should know controls used to reduce risks, including: • removing the hazard • reducing exposure to the hazard • use of Personal Protective Equipment (PPE) • training in relation to the safe use of equipment • maintenance of equipment and materials. Learners should understand how control measures reduce the likelihood of harm occurring.
KU4.6 Legal requirement of employers to protect employees and others	Learners should understand: • that employers have a legal responsibility to protect employees and others from harm • that health and safety legislation supports safe working and learning environments • the main purpose of Health and Safety at Work Regulations 1999.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-[illegible]	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
KU4.1		✓		✓	✓			✓	✓		
KU4.2	✓	✓		✓	✓			✓	✓		
KU4.3	✓			✓	✓		✓		✓		
KU4.4		✓		✓	✓			✓	✓		
KU4.5	✓	✓		✓	✓		✓	✓	✓		
KU4.6				✓	✓				✓		

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Work-related behaviours			
	Focused	Responsible	Attention to detail
KU4.1		✓	✓
KU4.2	✓	✓	
KU4.3	✓	✓	✓
KU4.4	✓	✓	✓
KU4.5	✓	✓	✓
KU4.6	✓	✓	

LO5 Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress

Learners will gain knowledge and understanding in the following areas:
KU5.1 Information, records and data used in the assessment of learning
KU5.2 Types of assessment used in the education sector
KU5.3 Interpret information, records and data
KU5.4 Make recommendations to maximise progress

Section	Amplification
KU5.1 Information, records and data used in the assessment of learning	Learners should know the different types of information, records and data used in assessment of children and student's learning: • audio/video recordings • digital records and reports • marks/scores • observation notes • written results. Learners should know and understand the difference between quantitative and qualitative information, records and data.

KU5.2 Types of assessment used in the education sector	Learners should know and understand:
	• the different types of assessment for learning used in the education sector – formative, summative, diagnostic and comparative
	• why it is useful to use different assessment types
	• the role of provide different types of assessment information, records and data to provide:
	  • quantitative or qualitative results
	  • stand-alone results or results over a period
	  • comparative results with others
	  • comparative results against the child/students' previous work
	  • baseline data.

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KU5.3
Interpret information, records and data
	Learners should know:
	• how to gather and organise information, records and data from a range of different sources including:
	  • assessments
	  • interviews
	  • observations
	  • test results.
	
	Learners should understand:
	• how to interpret information, records and data to maximise student progress, including:
	  • identifying patterns and trends – for a defined occasion; over time
	  • summarising results – qualitative and/or quantitative
	  • determining the most relevant aspects to focus on when making recommendations.

KU5.4
Make recommendations to maximise progress
	Learners should understand:
	• how to evaluate data to make evidence-based recommendations that maximise learning progress of children and students by:
	  • highlighting strengths and areas of improvement
	  • linking recommendations to expected goals
	  • providing focused, actionable feedback.

Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
KU5.1		✓		✓			✓	✓	✓	✓	✓
KU5.2		✓		✓	✓				✓	✓	
KU5.3		✓		✓	✓		✓	✓	✓	✓	
KU5.4	✓	✓	✓		✓		✓		✓		

Work-related behaviours

	Focused	Reflective
KU5.1	✓	
KU5.2	✓	✓
KU5.3	✓	✓
KU5.4	✓	✓

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Content Area 2 Inclusion, Assessment and Progress

GLH	52
Overview of content area	This content area provides learners with opportunities to develop and apply the skills required to support inclusion and promote the progress of children and students within education settings. Learners investigate information about individuals, groups and learning activities to identify barriers to participation and make informed recommendations that support inclusion. They will interpret assessment information, records and data to identify strengths, areas for development and next steps in learning. Through the application of Learning Outcomes 3 and 5, learners draw on knowledge, understanding and evidence from across the qualification to make justified recommendations that support participation, achievement and progression. The content area reflects key responsibilities within education settings and develops learners' ability to apply their learning in realistic and work-related contexts.
Learning outcomes	Skills for: LO3 Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress LO5 Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress
Summary of assessment	Through completion of an externally set non-exam assessment, learners will investigate information, interpret assessment evidence and make recommendations to support inclusion and maximise learner progress in a range of education-based scenarios.
Resources required for assessment	Assessment brief and case studies provided by WJEC.

Content

LO3 Propose ways to support inclusion when delivering learning activities to ensure all children and students can participate and progress

Learners will gain skills in the following areas:
SK3.1 Investigate information to support inclusion
SK3.2 Use guidance, legislation and frameworks
SK3.3 Support inclusion in learning activities
SK3.4 Use communication to support inclusion
SK3.5 Apply digital skills to support inclusive practice

Section	Amplification
SK3.1 Investigate information to support inclusion	Learners should be able to investigate information about a child/student's needs and learning activities to identify factors that may affect inclusion, including information about: • learning activities such as activity requirements, resources needed, opportunities and barriers to participation

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	• a specific child/student such as strengths and interests, learning needs, support requirements • groups of learners such as differing abilities, social and cultural factors, accessibility requirements.

SK3.2
Use guidance, legislation and frameworks
	Learners should be able to use guidance, legislation and frameworks to support inclusive practice including:
	• statutory frameworks
	  • The Early Years Foundation Stage (EYFS)
	  • The Equality Act 2010
	  • The SEND Code of Practice
	• guidance and approaches
	  • Education Endowment Foundation (EEF)
	  • Universal Design for Learning (UDL).

SK3.3 Support inclusion in learning activities	Learners should be able to propose ways to support inclusion for specific activities for a specific child/student or groups of children/students such as: • adapting activities and resources • presenting information in different formats • providing appropriate support • removing physical barriers • using accessible language using assistive technologies.
SK3.4 Use communication to support inclusion	Learners should be able to use communication skills to propose ways to support inclusion such as: • communicating information in a clear, accurate and organised manner • explaining barriers that may affect participation and engagement • explaining how recommendations promote participation, engagement and achievement • justifying proposed adaptations to activities, resources or environments • presenting information about learner needs and support requirements • selecting appropriate formats and language for different audiences.
SK3.5 Apply digital skills to support inclusive practice	Learners should be able to apply digital skills to support inclusion by: • producing accessible content • adapting digital resources • organising and storing information securely • retrieving and sharing information appropriately.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
SK3.1		✓		✓	✓			✓	✓		
SK3.2				✓	✓				✓		✓
SK3.3	✓	✓	✓		✓			✓	✓		✓
SK3.4			✓		✓		✓		✓		
SK3.5			✓			✓	✓		✓		✓

Work-related behaviours

	Perceptive	Reflective	Responsive
SK3.1	✓	✓	
SK3.2		✓	
SK3.3	✓	✓	✓
SK3.4	✓		✓
SK3.5		✓	✓

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LO5 Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise child/student progress	
Learners will gain skills in the following areas: SK5.1 Interpret information, records and data SK5.2 Use numeracy skills to interpret data SK5.3 Make recommendations to maximise progress SK5.4 Use communication to make recommendations SK5.5 Apply digital skills to support progress	
Section	**Amplification**
SK5.1 Interpret information, records and data	Learners should be able to: • interpret different types of assessment information, records and data related to the progress of children and students • identify patterns, trends and key findings from assessment information to support evidence-based decision making.

SK5.2
Use numeracy skills to interpret data
	Learners should be able to:
	• apply numeracy skills when interpreting quantitative data including:
	  • interpreting marks, scores and outcomes
	  • identifying patterns and trends
	  • making comparisons between results
	  • using numerical evidence to support conclusions.

SK5.3 Make recommendations to maximise progress	Learners should be able to propose next steps in learning based on the interpretation of assessment information, records and data to maximise progress for: • an individual child/student • a group of children/students. For example: • actions to address areas for development • adaptations to learning activities • additional support or resources • appropriate learning goals and next steps • strategies to build on strengths.
SK5.4 Use communication to make recommendations	Learners should be able to make recommendations to maximise progress using communication skills that are: • appropriate format for the audience • clear and unambiguous • concise and accurate.
SK5.5 Apply digital skills to support progress	Learners should be able to use effective digital skills by: • producing accessible content • adapting digital resources • organising and storing information securely • retrieving and sharing information appropriately.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-[illegible]	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
SK5.1		✓		✓	✓			✓	✓	✓	
SK5.2		✓			✓				✓	✓	
SK5.3	✓	✓	✓		✓	✓	✓		✓		
SK5.4			✓		✓		✓		✓		
SK5.5			✓			✓	✓		✓		✓

Work-related behaviours

	Focused	Reflective
SK5.1	✓	✓
SK5.2	✓	
SK5.3	✓	✓
SK5.4	✓	
SK5.5	✓	

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Content Area 3 Planning and preparing for learning

GLH	78
Overview of content area	This content area provides learners with opportunities to develop and apply practical skills that support the planning, preparation and safe delivery of learning activities within education settings. Learners plan learning activities for different learning stages, communicate information relating to learner progress and complete risk assessments to support safe learning environments. Through the application of Learning Outcomes 1, 2 and 4, learners will use information, guidance and professional judgement to produce purposeful outcomes that reflect the responsibilities of those working with children and students. The content area develops learners' ability to plan, communicate, organise information and apply health and safety principles in realistic education and workplace contexts while drawing on knowledge and understanding from across the qualification.
Learning outcomes	Skills for: LO1 Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities LO2 Demonstrate purposeful communication with others to share information relating to student progress LO4 Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning
Summary of assessment	Through completion of an externally set non-exam assessment, learners will plan learning activities, communicate information relating to learner progress and complete risk assessments in response to a range of education-based scenarios.
Resources required for assessment	Assessment brief Centre-developed group profiles produced using the WJEC approved template Risk Assessment template

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Content

LO1 Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	
Learners will gain skills in the following areas: SK1.1 Use information from relevant sources SK1.2 Plan appropriate learning activities SK1.3 Calculate resource requirements and reducing waste SK1.4 Use written communication to plan SK1.5 Apply digital skills to planning	
Section	**Amplification**
SK1.1 Use information from relevant sources	Learners should be able to identify and interrogate relevant information to plan learning activities including: • information about learning stages and learner needs • curriculum and learning requirements • guidance from reliable sources • information about resources and learning environments • information about assessment opportunities.
SK1.2 Plan appropriate learning activities	Learners should be able to plan learning activities that are appropriate for the learning stage, including: • aligning with learning goals • uses of appropriate resources • opportunities to assess learning.

SK1.3
Calculate resource requirements and reducing waste
	Learners should be able to:
	• identify ways to minimise waste, such as:
	  • using only necessary resources
	  • reduce unnecessary waste
	  • reusing resources
	  • sharing resources between learners or groups.
	  • selecting recyclable or sustainable materials
	  • considering how resources can be stored and used again
	• apply numeracy skills when planning learning activities such as:
	  • calculating out how many resources are needed for each learner or group
	  • calculating learner-to-resource ratios
	  • working out the total number of resources required
	  • making adjustments for different group sizes.

SK1.4 Use written communication to plan	Learners should be able to apply written communication skills to plan learning activities, including: • writing clear learning goals. • identify resources needed • record assessment opportunities • use appropriate professional language • presenting activities in a logical order using suitable headings, tables and bullet points to organise information.
SK1.5 Apply digital skills to planning	Learners should be able to apply digital skills to create and manage plans for learning activities including: • produce digital learning plans • reviewing and editing information • organising and storing information securely • retrieving and sharing information appropriately.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
SK 1.1	✓	✓		✓	✓			✓	✓		
SK 1.2	✓				✓	✓	✓		✓		
SK 1.3	✓	✓			✓		✓		✓	✓	
SK 1.4	✓		✓				✓		✓		
SK 1.5	✓		✓			✓	✓		✓		✓

Work-related behaviours

	Perceptive	Reflective	Focused
SK 1.1	✓	✓	
SK 1.2	✓	✓	✓
SK 1.3		✓	✓
SK 1.4			✓
SK 1.5		✓	✓

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LO2 Demonstrate purposeful communication with others to share information relating to student progress	
Learners will gain skills in the following areas: SK2.1 Identify the context and purpose of a communication scenario SK2.2 Identify information for sharing SK2.3 Identify appropriate communication techniques SK2.4 Communicate information purposefully SK2.5 Apply digital skills to communication records and information	
Section	**Amplification**
SK2.1 Identify the context and purpose of a communication scenario	Learners should be able to identify the context and purpose of a given communication scenario, including: • who requires the information • why information is being shared • what information needs to be shared • what information is relevant and appropriate to the situation • the most appropriate way to communicate, such as face-to-face, telephone or email.
SK2.2 Identify information for sharing	Learners should be able to identify what information can or cannot be shared, including: • information that is appropriate to share. • information that should not be shared. • Recognising when they need to ask permission/authorisation before sharing information.
SK2.3 Identify appropriate communication techniques	Learners should be able to identify appropriate communication techniques to share required information, including: • choosing a suitable way to communicate information • using clear and simple language • listening carefully and responding appropriately • adapting their communication for different audiences • checking that the information has been understood.
SK2.4 Communicate information purposefully	Learners should be able to communicate information about learner progress purposefully using written, oral and visual methods, such as: • sharing assessment information • summarising learner progress • explaining strengths and areas for development • discussing agreed actions or next steps • presenting information accurately and professionally • adapting language, tone and format for different audiences.
SK2.5 Apply digital skills to communication records and information	Learners should be able to apply digital skills to support communication, including: • producing digital communication materials • using appropriate digital formats • organising and storing information for different audiences • retrieving and sharing communication records.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
SK 2.1	✓	✓	✓	✓	✓				✓		
SK 2.2		✓	✓	✓	✓		✓		✓		
SK 2.3			✓		✓			✓	✓		
SK 2.4			✓		✓		✓		✓		
SK2.5			✓			✓	✓		✓		✓

Work-related behaviours

	Self-confident	Professional
SK 2.1		✓
SK 2.2		✓
SK 2.3	✓	✓
SK 2.4	✓	✓
SK 2.5		✓

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LO4 Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning	
Learners will gain skills in the following areas: SK4.1 Observe learning activities to identify hazards SK4.2 Assess risks SK4.3 Complete risk assessments SK4.4 Communicate risk assessment findings SK4.5 Apply digital skills to risk assessments	
Section	**Amplification**
SK4.1 Observe learning activities to identify hazards	Learners should be able to observe learning activities to apply the process of risk assessment by identifying hazards within learning environments.
SK4.2 Assess risks	Learners should be able to assess risk by: • recognising who could be harmed • considering the likelihood of harm • considering the potential consequences • suggesting ways to reduce or control the risks.
SK4.3 Complete risk assessments	Learners should be able to complete risk assessments documentation, including: • recording hazards • identifying who could be harmed • assessing the level of risk. • proposing control measures such as removing hazards, reducing likelihood of harm, reducing impact of harm, adapting activities or resources and supporting safe participation. • reviewing the suitability of completed risk assessments.
SK4.4 Communicate risk assessment findings	Learners should be able to communicate risk assessment findings clearly and appropriately by: • explaining identified hazards • explaining potential risks • explaining control measures • justifying recommendations • presenting information clearly and accurately • checking understanding with relevant audiences.
SK4.5 Apply digital skills to risk assessments	Learners should be able to apply digital skills to create and manage risk assessment documentation by: • producing digital risk assessments • reviewing and editing risk assessments • organising and storing risk assessments securely • retrieving and sharing the risk assessments appropriately.

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Transferable skills

	Planning	Data interpretation	Communicating	Investigating	Evidence-based decision-making	Self-managing	Recording	Observing	Literacy	Numeracy	Digital
SK 4.1					✓			✓	✓		
SK 4.2	✓	✓		✓	✓		✓	✓	✓	✓	
SK 4.3	✓	✓			✓		✓	✓	✓	✓	
SK 4.4			✓		✓		✓		✓		
SK 4.5			✓			✓	✓		✓		✓

Work-related behaviours

	Focused	Responsible	Attention to detail
SK 4.1	✓	✓	✓
SK 4.2	✓	✓	✓
SK 4.3	✓	✓	✓
SK 4.4	✓	✓	
SK 4.5	✓	✓	✓

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3. Assessment

Assessment support materials will include all detailed information relating to assessment.

3.1. Assessment overview

Assessment 1

Content Area 1 is assessed through an externally set and marked examination.
The assessment must be taken under invigilated examination conditions in accordance with JCQ requirements (see http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations).

This assessment is externally set and marked by WJEC.

Assessment 2

Content Area 2 is assessed through an externally set non-exam assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief and case studies.

Learners complete the assessment twice using two different case studies selected by the centre from those provided by WJEC. The two case studies must represent different learning stages.

The brief will be released through Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification. The assessment window begins on 1 March each year and ends when the tasks are submitted in May. The case studies will be released during the first week of March and will change annually. It is the centre's responsibility to ensure that they are using the current version of the assessment and case studies as published on Portal. Centres have the flexibility to schedule the assessment at any point during the assessment window.

Centres should deliver the assessment across multiple sessions, depending on learner needs and the length of the tasks.

Learners may undertake preparatory research before the assessment and may use permitted research notes during the supervised assessment. All evidence must be the learner's own work and completed in accordance with the specified assessment controls.

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

Assessment 3

Content Area 3 is assessed through an externally set non-exam assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

Learners are required to complete the assessment twice using two contrasting group profiles representing different learning stages. The group profiles are developed by centres using the approved WJEC template.

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Centres must ensure that profiles are designed in accordance with the guidance provided and contain sufficient information to enable learners to complete all assessment tasks. Centres are responsible for ensuring that the two profiles provide appropriate opportunities for learners to demonstrate all assessment requirements by using the template. Profiles should be submitted with the candidates work.

The brief will be released through Portal at the beginning of September in the year of first teaching and is not intended to change for the lifetime of the qualification. The assessment window begins on 1 March each year and ends when the tasks are submitted in May. It is the centre's responsibility to ensure that they are using the current version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the assessment window.

Centres should deliver the assessment across multiple sessions, depending on learner needs and the length of the tasks.

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.2. Synoptic assessment

The NEA content areas are synoptic in that the LO skills covered are underpinned by the corresponding LO knowledge and understanding.

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4. Technical information

4.1. Assessment availability

Assessment	Winter Yr-1	Summer Yr-1
Principles of Education and Practice Assessment 1	✓	✓
Inclusion, Assessment and Progress Assessment 2	×	✓
Planning and Preparing for Learning Assessment 3	×	✓

4.2. Assessment entries

You must enter candidates for each assessment they wish to take. Entry for assessments must be made using the entry code below.

	Entry code
Assessment 1	
Assessment 2	
Assessment 3	

If a candidate has been entered, but is absent for an assessment, the absence does not count as an attempt.

4.3. Claiming the qualification

Once candidates have completed all their assessments, you must claim their qualification using the cash-in code below.

Claiming the qualification and entering the cash-in code enables aggregation to take place, grades to be calculated, and results to be issued.

Cash-in code	

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

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4.4. Assessment reporting

Foundation Certificate qualifications and the assessments within them are reported on a three-point scale: Distinction, Merit and Pass. Learners who do not achieve the minimum standard required for a Pass will be awarded an Unclassified result.

Assessments are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Max.	Distinction	Merit	Pass
Assessment 1	150	120	90	60
Assessment 2	90	72	54	36
Assessment 3	135	108	81	54

The uniform marks obtained for each assessment are added up and the qualification grade is based on this total.

	Max.	Distinction	Merit	Pass
Qualification Grade	375	300	225	150

Candidates who do not achieve the uniform marks required to achieve a Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

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Appendix A – Glossary of terms

Term	Definition
Assessment for Learning (AfL)	Assessment activities used during learning to identify progress, provide feedback and inform next steps in learning.
Confidentiality	Keeping information private and only sharing it with appropriate people when necessary.
Formative Assessment	Assessment used during learning to identify strengths, areas for development and next steps.
Hazard	Anything that has the potential to cause harm.
Inclusion	An approach that ensures all children and students can participate, engage and make progress regardless of their background, needs or circumstances.
Key learning stages	The stages of education in England's education system.
Learning activity	A specific task that students complete. For example, preparing for and taking part in a debate, a creative painting activity or a role play.
Learning session	A structured period of learning, such as a lesson or a workshop. A learning session includes a number of different learning activities.
Learning goals	Specific measurable objective(s) that indicate the knowledge, skills and/or behaviour(s) that a student should demonstrate after having completed a learning activity or a learning session.
Risk	The likelihood, great or small, that someone will be harmed by the hazard.
Safeguarding	The actions taken to protect children and students from harm and promote their welfare.
Summative Assessment	Assessment used to measure learning or achievement at the end of a period of learning.

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Appendix B – Transferable skills

This provides more detail for each LO about the transferable skills to be developed and demonstrated.

LO1 Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities

LO2 Demonstrate purposeful communication with others to share information relating to student progress

LO3 Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress

LO4 Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning

LO5 Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress

Through these learning outcomes, students will develop transferable skills, including:

- planning - researching learning stages, setting learning goals, sequencing activities, selecting assessment methods, allocating resources and completing risk assessments to ensure learning is purposeful, safe and appropriate

- data interpretation - learner profile information, learning contexts, assessment data and risks by identifying key features, recognising patterns and prioritising information to inform planning, inclusion strategies and recommendations

- communicating - effectively sharing information accurately and professionally using written, oral, visual and digital methods, adapting language, tone and format to suit different audiences and purposes

- investigating - identifying and interrogating relevant sources, including statutory frameworks, learner information, assessment records and health and safety guidance, to inform planning and decision-making

- evidence-based decision-making - selecting learning activities, assessment approaches, communication techniques, inclusion strategies, control measures and recommendations to support student progress

- self-managing - organising own work, managing time across tasks, reviewing own plans and proposals, and refining outcomes through evaluation and reflection

- recording - accurately documenting learning plans, communication records, inclusion proposals, risk assessments and assessment interpretations using structured written and digital formats

- observing - monitoring learning contexts, identifying hazards, recognising student needs and interpreting evidence of student progress.

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Students should continue to develop literacy, numeracy and digital skills through their application within the context of achieving the learning outcomes.

Students will develop literacy skills, including:

- planning, recording, interpreting and evaluating information
- writing professional documents (plans, proposals, reports, risk assessments)
- communicating clearly using written, oral and visual methods
- using subject-specific vocabulary appropriately

Students will develop numeracy skills, including:

- calculating resource requirements and time allocations
- interpreting quantitative data related to assessment and progress
- comparing risks, results and trends
- using numerical evidence to support planning and recommendations

Students will develop essential digital skills, including:

- producing, organising, storing and retrieving digital content
- using digital tools for planning, communication and reporting
- researching information digitally
- communicating using digital technologies

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Appendix C – Mapping to Level 3 qualifications

The Level 2 Foundation Certificate content introduces foundational concepts and practices. Progression is characterised by increased complexity, independence and specialisation, moving from routine applications at Level 2 to occupationally relevant technical practice at Level 3.

Learners progress from structured, clearly defined tasks at Level 2, to more independent work at Level 3, typically requiring students to interpret requirements, use judgement for informed decision-making and respond to a broader range of defined work-related contexts.

Link to Occupational Certificate core content

The following aspects of Foundation Certificate in Education content are directly covered in the Occupational Certificate in Early Years Practitioner content to support co-teaching approaches:

- LO2 Demonstrate purposeful communication with others to share information relating to student progress

The following aspects of Occupational Certificate in Early Years Practitioner content are directly covered in the Foundation Certificate in Education content to support co-teaching approaches:

- LO1 Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector

- LO2 Collaborating as a team member to promote the importance of partnership working in the early years sector

Foundation Certificate reference	Occupational Certificate reference	Knowledge and understanding	Skills
LO2	LO2	The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting.	N/A

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Foundation Certificate reference	Occupational Certificate reference	Knowledge and understanding	Skills
LO2	LO2	Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology. The ways to ensure communication is purposeful: being clear, being concise, being courteous, using active listening techniques, being aware of audience, being aware of the effect of non-verbal communication.	N/A
LO2	LO1	N/A	Communicating purposefully with different individuals through the use of visual, oral and written communication methods to share required information.

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Link to V Levels

The following aspects of Foundation Certificate content directly relate to content specified in the V Level in Education content, to provide a stepping-stone and clear line of sight to level 3 study:

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO1	WRP1	The different types of learning activities and the purpose and suitability of different types of learning activities for different learning stages including the use of teacher-centred activities, student-centred activities, collaborative activities and interactive activities.	Planning learning using appropriate learning activities.
LO1	WRP1	How to set specific learning goals: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) criteria, student-centred goals, use of action verbs and limiting the number of goals.	Planning learning to meet specific learning goals.
LO1	WRP1	Resources needed for learning activities: equipment, materials, staffing, required space, and time available for the activity.	N/A
LO1	WRP1	N/A	Planning learning using appropriate resources.
LO2	WRP2	The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting.	Communicate purposefully with different individuals.
LO2	WRP2	Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology.	Identify appropriate communication techniques to be able to communicate purposefully.

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Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
		The ways to ensure communication is purposeful: being clear, being concise, being courteous, using active listening techniques, being aware of audience, being aware of the effect of non-verbal communication. Potential barriers to purposeful communication, the impact of these barriers and ways to overcome them: language differences, using jargon, using technical language, cultural differences, physical conditions (e.g. hearing impairment) and providing too much information.	
LO2	WRP2	The significance of safeguarding, confidentiality and data protection when sharing student information including exceptions to confidentiality and the notion of consent.	Identifying what information can or cannot be shared.
LO2	WRP2	Importance of identifying the context of any communication: who is the communication with? where is the communication taking place? how is the communication taking place? and background to the communication (has previous communication taken place?).	Identifying the context of any communication.
LO3	WRP3	The importance of always considering inclusion when designing and delivering any learning activities.	Proposing ways to support inclusion.
LO3	WRP3	Ways to support inclusion when delivering learning activities.	Proposing ways to support inclusion.

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Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO3	WRP3	The importance of using guidance and statutory frameworks related to promoting inclusion.	Investigating information to help support inclusion when delivering learning activities.
LO4	WRP4	The purpose of risk assessment in education and the components of risk assessment documentation.	Observing learning activities and applying the process of risk assessment. Completing risk assessment documentation.
LO4	WRP4	Main hazards to consider when setting up indoor learning activities and controls used to minimise risks	Observing learning activities and applying the process of risk assessment. Completing risk assessment documentation.
LO4	WRP4	The importance of the legal requirement of employers to protect employees, and others, from harm.	N/A
LO5	WRP5	Types of information, records and data used in the assessment of learning and the difference between quantitative and qualitative information, records and data.	Interpreting information, records and data. Applying numeracy skills when interpreting quantitative data.
LO5	WRP5	The main types of assessment used in the education sector and the role of different methods of assessment.	N/A

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Link to T Levels

The following aspects of the Foundation Certificate content directly relate to content specified in the core of the T Level in Education and Early Years qualification 'core' content, to provide a stepping-stone and clear line of sight from level 2 to level 3 study:

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO1	Core Knowledge - Wider context: overview of childcare and education.	The key learning stages in the UK education system: early years foundation stage, primary school (key stage 1 and 2), secondary school (key stage 3 and 4) and post 16 provision (further and higher education).	N/A
LO2	Core Knowledge - Safeguarding, Health and Safety and Wellbeing. - The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and young people.	The significance of safeguarding, confidentiality and data protection when sharing student information including exceptions to confidentiality and the notion of consent.	N/A
LO2	Core Knowledge - Parents, Families and Carers. - Ways of working with parents and carers, including understanding barriers to engagement and how to overcome them.	The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting.	N/A
LO2	Core Skill - Communicate information clearly to engage children and young people.	N/A	Communicate purposefully with different individuals.

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LO3	Core Knowledge - Special Educational Needs and Disability. - The principles of inclusion and how this differs from integration.	The importance of always considering inclusion when designing and delivering any learning activities to ensure activities accommodate the diverse needs of all students regardless of their background, ability, needs, or circumstances. Ways to support inclusion when delivering learning activities.	N/A
LO4	Core Knowledge - Safeguarding, Health and Safety and Wellbeing. - The legal requirements and guidance.	The importance of the legal requirement of employers to protect employees, and others, from harm including the existence of the Health and Safety at Work Regulations 1999.	N/A
LO4	Core Skill - How to assess and manage risks to your own and others' safety when planning activities.	N/A	Observe learning activities to apply the process of risk assessment, identifying hazards and assessing risk. Complete risk assessment documentation.
LO5	Core Knowledge – Observation and assessment. - The differing purposes of formative and summative assessment. - Why it is important to accurately observe, record and report on children and young people's participation, conceptual understanding and progress.	The difference between quantitative and qualitative information, records and data. The main types of assessment used in the education sector: formative, summative, diagnostic and comparative The role of different types of assessment information, records and data.	N/A

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LO5	Core Skill - Use formative and summative assessment to track children and students' progress to plan and shape educational opportunities.	N/A	Propose next steps in learning based on the interpretation of given information, records and data.

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