eduqas

LEVEL 3 V LEVEL

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 3 V Level Education
Qualification objective	The WJEC V Level in Education provides learners with the knowledge, understanding and skills associated with a broad vocational area. The qualification supports progression to higher education, higher technical training and apprenticeships 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 higher education providers, training providers and employers.
WJEC Qualification Code	TBC
QAN Number	TBC
Age groups approved for	16–19, 19+
First teaching	September 2027
First certification	Summer 2029

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.

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

- V Level Qualification Level Conditions and Requirements, which set out the regulatory requirements that apply to all V Level qualifications.
- V Level Qualification Level Guidance, which supports compliance with the V Level Qualification Level Conditions and Requirements.
- V Level Subject Level Conditions and Requirements for Education, which set out the additional requirements specific to this V Level subject.

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- Guidance in relation to the Assessment Objectives for V Levels in Education, which provides requirements and guidance relating to assessment objectives.
- 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 V Levels 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

Content Area	Assessment	Weighting	Marks
Content Area 1: Foundations of Educational Practice	**Assessment 1:** Assessment by examination: 1 hour 30 minutes	20% of qualification	80 marks
	Assessment 2: Assessment by examination: 2 hours	20% of qualification	90 marks
Content Area 2: Education Practice in Context	**Assessment 3:** Non-exam assessment: 10 hours 50 minutes	30% of qualification	96 marks
	Assessment 4: Non-exam assessment: 14 hours	30% of qualification	108 marks

Click here to enter accreditation number.

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1. Introduction

1.1. Purpose and aims

WJEC V Levels are Level 3 qualifications designed for learners aged 16 to 19 who wish to develop knowledge, understanding and skills within a broad vocational area while keeping their future progression options open.

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 progression to further study, training and employment.

V Levels are intended primarily to support progression to higher education, higher technical qualifications, apprenticeships and other forms of post-18 study and training. They enable learners to explore a vocational sector in depth, helping them make informed decisions about their future learning and career pathways.

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

WJEC V Levels:

- 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 higher education, higher technical qualifications, apprenticeships and other forms of post-18 study and training
- develop transferable skills and behaviours valued in further learning and employment
- provide valid and reliable evidence of learner attainment
- support universities, training providers and employers in making progression and selection decisions
- help learners make informed choices about future study, training and employment opportunities.

This qualification is aligned with Level 3 of the Regulated Qualifications Framework (RQF) and forms part of the V Level qualification suite regulated by Ofqual.

The aims and purpose of the V Level in Education is to enable students to:

- apply their knowledge, understanding and skills to achieve the following work-related purposes (WRP):
  - WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place
  - WRP2: Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students
  - WRP3: Recommend adaptations to learning sessions to promote inclusion, access, participation and progress
  - WRP4: Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning
  - WRP5: Evaluate assessment information, records and data to set specific individual learning goals to feed back to students as part of the assess-teach feedback cycle

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- develop transferable skills, including:
  - communicating information to different audiences including parents, families, carers and other professionals to improve student outcomes
  - decision-making skills to set specific learning goals and justify these goals using evidence
  - planning skills to develop well-structured and inclusive learning sessions which promote learning for all
- develop in-depth knowledge and understanding of the key theories and principles which support effective practice in the subject, including:
  - the use of pedagogical approaches and the theories that underpin them
  - the concept of setting specific learning goals and success criteria for a learning session
  - the principles of effective communication
  - the principles of inclusion within the education and early years sector
  - the principles of providing effective feedback to students
  - the concept of reflective practice
  - the impact of legislation and guidance on policies and procedures to ensure health, safety and wellbeing of students

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 are ready to undertake study at Level 3.

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

The qualification is intended primarily to support progression to higher education, higher and degree apprenticeships, higher technical qualifications and other forms of post-18 study and training, where appropriate. It provides a broad foundation for further learning by enabling learners to develop and demonstrate knowledge, understanding and skills within a vocational area.

Achievement in the qualification can support progression and selection decisions by higher education providers, training providers and employers, helping learners make informed choices about their future education, training and career pathways.

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

V Level Education has been designed to be delivered within 360 guided learning hours. The qualification has been designed as a 2-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.

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	Weighting	GLH
Content Area 1	42%	150 hours
Content Area 2	58%	210 hours
Totals	**100%**	**360 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, and
- 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.

The total qualification time for this qualification has been calculated as 540 hours. This includes:

- 360 hours of guided learning and/or supervised assessment
- 180 hours of non-supervised additional study, preparation and assessment-related activity undertaken outside guided learning (for example, independent reading, independent, consolidation of learning or revision for assessments).

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.

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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.
Topics	Lists the topics learners will study as part of the content.
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 stems to indicate the expected depth of learning.

'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.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical or authentic situations or demonstrate application of practical skills and techniques.

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.

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2.4. Synoptic links

Throughout the qualification, learners are expected to draw together and apply knowledge, understanding and skills from across different content areas when responding to activities, scenarios and tasks within a range of educational contexts. The synoptic links are identified within each content area.

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Content area 1: Foundations of Educational Practice

GLH	150 hours
Overview of content area	This content provides a foundation for understanding educational practice across a range of settings, including early years, primary, secondary, post-16 and adult education. It introduces the key principles, concepts and professional responsibilities that underpin effective, safe, inclusive and evidence-informed practice. Learners develop knowledge and understanding of the legislative and professional requirements that support health, safety, safeguarding and learner wellbeing. They explore how educational practitioners create safe and inclusive learning environments, establish positive relationships and support participation, progress and achievement for diverse groups of learners. The content also introduces key theories and principles that inform teaching and learning, including evidence-informed practice, cognitive science and human development. Learners consider how developmental, social, emotional and environmental factors can influence learning and how these factors can be used to inform educational decision-making and learning design. In addition, learners develop knowledge and understanding of inclusive learning principles and strategies, assessment and feedback processes, the role of technology in educational practice, and the ways digital and emerging technologies can support learning, accessibility and engagement. The content introduces learners to reflective practice, enabling them to understand how reflection, evidence and professional judgement contribute to the ongoing improvement of educational practice. Throughout the content, learners are encouraged to apply knowledge and understanding to a range of educational contexts and stages, drawing upon relevant concepts, principles, approaches and professional requirements to support effective educational practice. Where concepts are reflected across both content area 1 and content area 2, the content here defines the knowledge and understanding that learners are expected to acquire. The content in content area 2 then provide opportunities for learners to apply, demonstrate and extend this knowledge and understanding in authentic vocational contexts.
Topics	1.1 Creating safe learning environments 1.2 Pedagogical approaches and learning 1.3 Creating inclusive learning environments 1.4 Building positive relationships in education 1.5 Assessment and feedback 1.6 Technology in education practice 1.7 Reflective practice

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Summary of assessment	Assessment by examination Assessment 1: Foundations of Educational Practice • 1 hour 30 minutes • Set and marked by WJEC • 80 marks • Section A: multiple choice, objective test and short answer questions Section B: multiple choice, objective test, short answer and extended response questions Assessment 2: Foundations of Educational Practice • 2 hours • Set and marked by WJEC • 90 marks • Questions based on an unseen case study • Section A: short answer and extended response questions based on an Early Years Foundation Stage (EYFS) case study Section B: short answer and extended response questions, based on a National Curriculum (KS1-KS4) case study Section C: short answer and extended response questions, based on a post-16/adult education case study Section D: extended response questions, based on all case studies
Resources required for assessment	There are no specific requirements for assessment.

Content

This content should be considered in relation to children/students across all key stages and educational settings within the education sector, from birth through to adult learning, recognising that learner needs, experiences and outcomes may vary according to developmental, educational and individual circumstances. Teachers should support learners to understand and apply the content appropriately across the different educational stages and settings. The key stages are:

- Early Years Foundation Stage (EYFS)
- National Curriculum (KS1–KS4)
- Post-16/adult education

1.1 Creating safe learning environments

This topic introduces the legislative, regulatory and professional responsibilities that underpin safe learning environments across the education sector. Learners develop knowledge and understanding of health and safety, safeguarding and child protection, including the purpose of key legislation and guidance, how these inform policies and procedures, and the responsibilities of education practitioners. The topic emphasises the importance of promoting health, safety, wellbeing and protection, creating safe and inclusive environments, and responding appropriately to risks, concerns and incidents in educational settings.

In this topic learners will gain knowledge and understanding in the following areas:

1.1.1 Health and safety
1.1.2 Safeguarding and child protection

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Section	Amplification

1.1.1 Health and safety	Learners should know and understand:
	• the purpose of the following legislation relating to health and safety, including:
	  • Health and Safety at Work Act 1974: to protect the health, safety and welfare of employees and others who may be affected by work activities
	  • Management of Health and Safety at Work Regulations (1999): to require employers to assess and manage risks and implement appropriate health and safety arrangements
	  • Equality Act 2010: to prevent discrimination and promote equality of opportunity, including equitable access to education and educational activities
	• the purpose of statutory and non-statutory guidance relating to health and safety, including:
	  • Health and Safety Responsibilities and Duties for Schools 2022: DfE guidance on who is responsible for health and safety in schools and requirements for meeting legal duty
	  • Early Years Foundation Stage (EYFS) Framework: health, safety and welfare requirements for ensuring children are safe, healthy and well cared for
	  • Ofsted Education Inspection Framework: how Ofsted inspects and judges settings
	• how the above legislation and guidance inform policies and procedures relating to health and safety, for example:
	  • accident, incident and reporting procedures: recording, investigating and reporting incidents
	  • educational visits: planning, risk assessment, supervision and emergency plans
	  • emergency procedures: fire, natural disaster, lockdown and other emergencies
	  • first aid: provision, assessment, training and record-keeping
	  • infection prevention and control: hygiene, cleaning and managing illness
	  • premises and equipment safety: inspections, maintenance and safe use of equipment
	  • risk assessment: identifying hazards and use of appropriate controls
	• the importance of adhering to legislation, guidance, policies and procedures to ensure the health and safety of all in education, such as:
	  • promoting consistent practice: ensuring staff follow agreed approaches to managing health and safety
	  • preventing harm: identifying and controlling hazards to reduce accidents, injury and illness
	  • clarifying responsibilities: making clear who is responsible for safety, supervision and responding to incidents
	  • protecting health, safety and wellbeing: providing safe environments and supporting safe participation
	  • guiding responses to incidents and emergencies: ensure staff and students know what to do when something goes wrong.

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1.1.2 Safeguarding and child protection	Learners should know and understand:
	• the purpose of the following legislation relating to safeguarding and child protection, including:
	  • Children Act 2004: to require agencies to work together to protect children and promote their wellbeing
	  • Safeguarding Vulnerable Groups Act 2006: to prevent unsuitable people from working with children, including vetting and barring, such as, Enhanced Disclosure and Barring Service (DBS)
	  • Children and Families Act 2014: to support children and young people with special educational needs and disabilities (SEND)
	  • Counter-Terrorism and Security Act 2015: to prevent radicalisation of children/students
	  • Data Protection Act 2018: protect children/students and staff personal information
	  • UK General Data Protection Regulation (GDPR) 2018: to ensure child/student and staff personal data is handled securely and lawfully
	  • Equality Act 2010: to prevent discrimination and promote equality in educational settings
	• the purpose of the following statutory and non-statutory guidance relating to safeguarding and child protection, including:
	  • Keeping Children Safe in Education (KCSIE): how educational settings should safeguard children and report concerns
	  • Working Together to Safeguard Children: how multi-agency working supports children's welfare
	  • Prevent Duty Guidance for England and Wales 2023: how settings can prevent children/students from becoming radicalised and engaging in terrorism
	  • SEND Code of Practice: guidance on identifying and supporting children/students with SEND
	  • Early Years Foundation Stage (EYFS) Framework (safeguarding and welfare requirements): sets requirements for keeping babies and young children safe, healthy and cared for.
	• how the above legislation and guidance inform policies and procedures relating to safeguarding and child protection, including:
	  • safeguarding and child protection, for example:
	  • attendance: how to follow up and escalate unexplained and/or frequent child/student absence
	  • safer recruitment: checks and procedures for staff and volunteers in settings
	  • staff code of conduct: expectations for appropriate, professional behaviour and communication
	  • behaviour and anti-bullying: how the setting responds to bullying, harassment and harmful behaviour
	  • health and personal care: how to provide personal care safely and appropriately to protect the dignity of children/students
	  • Prevent and anti-radicalisation: how staff identify and respond to concerns over extremist ideologies
	• online safety, for example acceptable use of setting devices and networks, procedures for protecting children/students from harmful content or contact

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	• data protection, for example: data protection and privacy, consent procedures for information, images and video and information sharing/confidentiality procedures
	• the importance of adhering to legislation, guidance, policies and procedures to safeguard children/students and promote their wellbeing, such as:
	  • promoting consistent practice: ensure staff follow agreed approaches to safeguarding to reduce risk of harm
	  • identifying and reporting concerns promptly: ensure staff know when and how to report
	  • clarifying responsibilities: make clear who is responsible for safeguarding, including the role of the designated safeguarding lead (DSL)
	  • maintaining professional boundaries and appropriate relationships with children/students
	  • creating and maintaining safe and inclusive learning environments for all staff and children/students.

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.2.1 Legal requirements and balancing safety with motivating learning
- 2.2.2 Planning a risk assessment
- 2.2.3 The risk assessment process
- 2.2.4 Learning environments, hazards and risk control
- 2.2.5 Carrying out and communicating risk assessments
- 2.3.4 Guidance and Frameworks Supporting Inclusion
- 2.5.4 Legal and professional responsibilities in partnership working

1.2 Pedagogical approaches and learning

This topic provides learners with an introduction to evidence-informed educational practice and the factors that influence learning and development. Learners develop knowledge and understanding of professional learning frameworks, cognitive science, human development from birth to adulthood, and the ways social, emotional, environmental and developmental factors affect learning. The topic supports understanding of how evidence, research and developmental knowledge can inform decisions about teaching, learning and educational practice across a range of educational contexts.

In this topic learners will gain knowledge and understanding in the following areas:
1.2.1 Evidence-informed professional learning
1.2.2 Cognitive science and implications for teaching and early years practice
1.2.3 Human development from birth to adulthood
1.2.4 Factors affecting learning and developmental implications for design

Section	Amplification
1.2.1 Evidence-informed professional learning	Learners should know and understand: • the purpose of the Initial Teacher Training and Early Career Framework, including:

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	• the purpose of the Initial Teacher Training and Early Career Framework in supporting teachers during initial training and the early stages of their career • that the framework is informed by research and evidence about effective teaching practice • the role of mentors in supporting trainee teachers and early career teachers through guidance, feedback, professional challenge and professional support • the role of the Education Endowment Foundation (EEF) in supporting evidence-informed practice, including: • the role of the EEF in providing research, guidance and resources that support effective teaching and learning • how schools, colleges and early years settings can use EEF guidance and resources to inform educational practice • how educational settings use Initial Teacher Training and Early Career Framework and EEF resources in practice • what National Professional Qualifications (NPQs) are, who they are for and how they support ongoing professional development for teachers and early years practitioners, including: • that NPQs are structured professional-development qualifications for teachers and early years practitioners • that NPQs support the development of professional knowledge and expertise at different points in a career • how an NPQ can support development in areas such as teaching, curriculum or leadership responsibilities • how educational settings use NPQs in practice • the purpose and role of these sources in supporting evidence-informed practice.
1.2.2. Cognitive science and implications for teaching and early years practice	Learners should know and understand: • key ideas in cognitive science, including human cognitive architecture, working memory, long-term memory and cognitive load theory, including: • human cognitive architecture as the relationship between limited working-memory processing and knowledge held in long-term memory • working memory as a limited-capacity system used to hold and process information during learning • long-term memory as the system in which knowledge can be stored and retrieved over time • how relevant prior knowledge held in long-term memory can make new information easier to process • the central idea of cognitive load theory: learning can be hindered when the demands placed on working memory exceed what a child/student can process effectively • that cognitive science provides an evidence base that can inform pedagogical decisions; it is not itself a single pedagogical approach. • retrieval practice and dual coding as evidence-informed approaches arising from cognitive science, including: • retrieval practice as deliberately recalling previously learned knowledge from memory so that access to that knowledge is strengthened

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	• the distinction between retrieval practice and simply re-reading or re-presenting information • that retrieval practice can be organised through low-stakes recall opportunities, including recaps and questioning • dual coding as using complementary verbal and visual representations to support understanding and memory • that visual representations should support understanding and organisation of key information without adding unnecessary complexity or cognitive load • that retrieval practice and dual coding are established evidence-informed approaches.

1.2.3 Human development from birth to adulthood	Learners should know and understand:
	• the key stages of human development from birth to adulthood, including:
	  • physical development, including growth, gross and fine motor development, sensory development and changes in physical capability across the life course
	  • cognitive development, including language, attention, memory, reasoning, problem solving, knowledge and increasing capacity for independent thinking
	  • social development, including relationships, communication, collaboration, participation, independence and social responsibility
	  • emotional development, including emotional regulation, self-concept, confidence, resilience, motivation and attitudes towards learning
	  • that physical, cognitive, social and emotional development interact and may progress at different rates within and between individuals
	• how these developmental domains are demonstrated and change across the life course, including:
	  • infancy (approximately birth to 2 years): such as, rapid physical and sensory development, early motor development, attachment and interaction, and the emergence of language
	  • early childhood (approximately 2 to 7 years): such as, rapid language development, developing gross and fine motor control, play and social interaction, and increasing self-regulation
	  • middle childhood (approximately 8 to 11 years): such as, increasing reasoning, communication, coordination, peer relationships, independence and self-concept
	  • adolescence (approximately 12 to 18 years): such as, puberty and physical change, increasingly complex thinking, identity and peer relationships, emotional development and growing independence
	  • adulthood (approximately 18 years onwards): such as, continued learning and development shaped by experience, changing roles and responsibilities, and varied physical, cognitive, social and emotional change over time
	• that development is not identical or linear for every individual and that typical developmental characteristics and milestones should be used as broad reference points rather than fixed expectations.

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1.2.4 Factors affecting learning and developmental implications for design	Learners should know and understand:
	• how social, emotional and environmental factors can impact on learning and affect children/students differently, including:
	  • social factors: such as, relationships with peers and adults, sense of belonging, expectations, collaboration and support networks
	  • emotional factors: such as, confidence, anxiety, motivation, emotional regulation, wellbeing and attitudes towards learning
	  • environmental factors: such as, noise, space, routines and stability, physical accessibility, access to resources and technology, and opportunities to participate
	  • how these factors can influence attention, concentration, engagement, participation, persistence, independence and progress
	  • the importance of using available information about children/students and contexts rather than making assumptions about how a factor will affect an individual or group.
	• that the impact of social, emotional and environmental factors will vary between individuals and contexts
	• how developmental stage can influence the design of learning, including:
	  • the complexity, abstraction and amount of new learning introduced
	  • the pace, duration and sequencing of learning activities
	  • the amount of adult or teacher guidance and temporary support required before children/students work more independently
	  • the physical and communication demand of an activity and whether children/students can access and participate in it
	  • the balance between individual, paired or collaborative activity in relation to a child's/student's social development and independence
	  • how explanations, representations and response methods may need to match a child's/student's developmental stage
	  • how expectations for independence and challenge can increase as children/students develop, while recognising individual variation
	  • the importance of making developmentally informed design decisions without assuming all children/students of the same age develop in the same way.
	• that developmental stage is one factor influencing learning design and should be considered alongside individual needs, experiences and circumstances.

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.1.2 Understanding learners and planning information
- 2.1.3 Selecting pedagogical approaches, strategies and learning activities
- 2.1.4 Learning environments, resources and planning factors
- 2.4.4 Setting individual learning goals

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1.3 Creating inclusive learning environments

This topic introduces the principles and strategies that support inclusive learning. Learners develop knowledge and understanding of how barriers to learning can be identified, reduced or removed to improve accessibility, participation and progress for all children/students. The topic explores child/student variability, inclusive planning and a range of strategies that can be used to support children/students with different needs, abilities and backgrounds while maintaining appropriate challenge and expectations.

In this topic learners will gain knowledge and understanding in the following areas:
1.3.1 Principles of inclusive learning
1.3.2 Inclusive strategies

Section	Amplification

1.3.1 Principles of inclusive learning	Learners should know and understand:
	• the key principles related to inclusive learning and how those principles support accessibility, participation and progress of all children/students, including:
	  • planning for child/student variability from the outset rather than waiting for a barrier to occur
	  • identifying and reducing unnecessary physical, communication, resource and pedagogical barriers
	  • maintaining the intended learning and appropriate challenge while changing the route through which children/students access, participate in or demonstrate learning
	  • providing appropriate flexibility in how information is presented, how children/students participate and how they respond
	  • using relevant information about children/students and the learning context while avoiding assumptions or stereotypes
	• the key principles related to inclusive learning support:
	  • accessibility: children/students can meaningfully access the environment, resources, information, communication and activities needed to engage in learning
	  • participation: children/students can engage, contribute and respond in ways that are appropriate to the intended learning
	  • progress: barriers are reduced so children/students can develop knowledge, skills, understanding and increasing independence
	• when considering child/student variability:
	  • ability can include current knowledge and skills, communication, physical or sensory access and level of independence; difference does not automatically mean lower potential
	  • language can include English as an additional language (EAL), literacy, technical vocabulary and other communication needs
	  • age can influence developmental stage, prior experience and independence but should not be treated as a measure of ability
	  • culture can influence familiarity with examples, language, routines or expectations; inclusive practice uses relevant child/student information rather than assumptions about cultural groups
	• that inclusive learning seeks to reduce unnecessary barriers to learning while maintaining appropriate expectations and challenge for all children/students.

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1.3.2 Inclusive strategies	Learners should know different inclusive strategies and understand their effectiveness in reducing relevant barriers and supporting access, participation and progress, including: • offering choice and autonomy: such as, providing meaningful, manageable choices that support engagement and independence without changing the intended learning • presenting information in different ways: such as, using complementary verbal, written, visual, practical or demonstrative forms where these improve access • clarifying vocabulary: such as, identifying unfamiliar, technical or ambiguous language and make meaning explicit • providing scaffolding: such as, giving temporary structured support that enables access to a task and can be reduced as competence develops • varying teaching methods: such as, selecting and adapting methods according to intended learning, child/student needs, barriers and context • varying ways children/students respond: enabling appropriate oral, written, practical, visual or digital responses where these still allow the intended learning to be demonstrated • using different media: such as, selecting media that make important information clearer or more accessible without adding unnecessary complexity • using tools and assistive technology: such as, using appropriate technology to improve access, communication, participation or independence • identifying and removing physical and pedagogical barriers: such as, identifying features of the environment or teaching and learning design that unnecessarily restrict access or participation • providing appropriate resources and support: such as, providing suitable human, physical, digital or adapted resources where these reduce or remove an identified barrier Learners should know and understand that adaptations should be proportionate, relevant to the child/student and intended learning, and should maintain appropriate challenge. Their effectiveness should be judged by whether they reduce a relevant barrier and support access, participation and progress.

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.1.2 Understanding learners and planning information
- 2.1.3 Selecting pedagogical approaches, strategies and learning activities
- 2.1.4 Learning environments, resources and planning factors
- 2.3.1 Inclusive design and consistent application
- 2.3.2 Potential barriers to inclusion
- 2.3.3 Selecting inclusive strategies
- 2.3.4 Guidance and frameworks supporting inclusion
- 2.3.5 Analysing information to select inclusive adaptations
- 2.4.4 Setting individual learning goals

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1.4 Building positive relationships in education

This topic focuses on the role of positive relationships in creating supportive learning environments. Learners develop knowledge and understanding of the strategies used to establish and maintain positive relationships with children/students, and the impact these relationships can have on wellbeing, engagement, participation and achievement. The topic highlights the importance of communication, collaboration, trust, respect and professional interactions in supporting learning and development across educational settings.

In this topic learners will gain knowledge and skills in the following areas:
1.4.1 Strategies for establishing and maintaining positive relationships in education
1.4.2 The impact of positive relationships in education

Section	Amplification

1.4.1 Strategies for establishing and maintaining positive relationships in education	Learners should know and understand:
	• that building positive and respectful relationships with children/students is fundamental to creating an inclusive and supportive learning environment. By engaging with children/students in a meaningful way, practitioners can help children/students feel valued, heard, and motivated to participate in their learning
	• the key strategies for establishing and maintaining positive relationships in education, including:
	  • greeting children/students
	  • actively listening to children/students
	  • showing interest in a child's/students' lives and goals
	  • focusing on praise for positive behaviour and effort as well as academic achievement
	  • fostering collaboration with peers
	  • using restorative practices
	  • providing a consistent and supportive environment and atmosphere

1.4.2 The impact of positive relationships in education	Learners should know and understand:
	• the impact of positive relationships, including:
	  • how positive relationship promote a child's/student's social health, emotional health and mental health, such as:
	  • self-esteem, confidence and resilience
	  • feelings of safety, trust and emotional security
	  • social interactions and communication skills
	  • managing emotions, coping with challenges and seeking support when needed
	  • experiences of isolation, anxiety and stress
	  • how positive relationships sustain a child's/student's engagement and progress in learning, such as:
	  • a child's/student's motivation, interest and enthusiasm for learning
	  • active participation in learning activities and educational experiences
	  • attendance, engagement and commitment to learning goals
	  • confidence to ask questions, seek feedback and take on new challenges in educational settings
	  • learning behaviours, persistence and resilience

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	• educators' ability to understand and respond to a child's/students' individual learning and support needs • attainment, achievement and progression • ability to become independent, reflective and lifelong learners • factors that affect whether strategies work, such as, consistency, individual needs/preferences and maintaining professional boundaries • that the nature, purpose and impact of positive relationships may vary according to a child's/students' developmental, educational and individual needs.

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.4.3 Effective feedback for learner progression
- 2.4.4 Setting individual learning goals
- 2.5.1 Purposeful communication in educational settings
- 2.5.2 Responsive and inclusive communication
- 2.5.3 Collaborative Working with Families and Professionals

1.5 Assessment and feedback

This topic introduces the purpose and use of assessment and feedback within education. Learners develop knowledge and understanding of different assessment approaches, their strengths and limitations, and how assessment information can be used to support learning and progression. The topic also explores the assess-teach-feedback cycle and the principles of high-quality feedback, enabling children/students to understand how assessment and feedback contribute to effective teaching, learning and child/student progress.

In this topic learners will gain knowledge and understanding in the following areas:

1.5.1 Types of assessment
1.5.2 The importance of using appropriate assessment methods
1.5.3 The stages of the assess-teach-feedback cycle
1.5.4 Principles for providing high-quality feedback

Section	Amplification

1.5.1 Types of assessment	Learners should know and understand the different types of assessment used to measure learning, including their strengths and limitations, including:
	• formative assessment:
	  • ongoing
	  • used during learning to monitor progress
	  • informs next steps in learning
	  • strengths: such as, identifies learning gaps, provides children/students with immediate feedback and engages them in active learning
	  • limitations: such as, can be time-consuming or disrupt learning activities, judgments can vary between practitioners
	• summative assessment:
	  • completed at the end of a period of learning

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	• measures overall achievement • strengths: such as, measures achievement against set criteria, provides clear evidence of progress and gives grades to support future decision-making • limitations: such as, limits child/student opportunity to improve, provides only a snapshot view of knowledge and skills, and creates pressure on children/students • diagnostic assessment: • used to identify a child/student's existing knowledge, skills and misconceptions • used before or during learning • informed by relevant guidance and the SEND code of practice • strengths: such as, identifies strengths and gaps, informs planning and reveals misconceptions • limitations: such as, can be time-consuming, create pressure on children/students, only useful if followed up with support • comparative assessment: • used to compare a child/student's performance against a defined standard, peers, or their own previous work • strengths: such as, it shows relative performance in a larger group, supports benchmarking and can inform processes like grouping or streaming • limitations: such as, may discourage or limit children/students, cohort comparison can mask individual progress, and outcomes are affected by the standards of the comparison group.
1.5.2 The importance of using appropriate assessment methods	Learners should know and understand the importance of using appropriate assessment methods to provide information about a child's/students' knowledge, understanding, skills, progress and individual learning needs, such as to: • match the assessment method to the intended learning and the evidence required to demonstrate achievement • gain valid and useful information about a child's/student's knowledge, skills and understanding, as well as their progress and any individual needs • make assessment fair, accessible and inclusive while minimising barriers to learning • inform areas for development in teaching, learning and support.
1.5.3 The stages of the assess-teach-feedback cycle	Learners should know and understand • the stages of the assess-teach-feedback cycle: • Assess: establishes what children/students know, understand and can do • Teach: use assessment information to plan and adapt teaching • Feedback: provide children/students information on what they have done well and how they can improve • how the assess-teach-feedback cycle supports effective learning, such as: • identifying strengths and areas for development • informing planning and teaching approaches • adapting learning activities and support • monitoring progress over time • supporting children/students to achieve intended learning outcomes

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1.5.4 Principles for providing high-quality feedback	Learners should know and understand the key principles for providing high-quality feedback to support child/student progress, including: • providing feedback that is timely, accurate and specific • recognising strengths and achievements • identifying areas for improvement • providing clear guidance on next steps for learning • encouraging reflection and self-assessment • supporting motivation, engagement and progress

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.1.5 Assessment and measuring learning
- 2.4.1 Types of assessment and assessment methods
- 2.4.2 Assessment information, records and data
- 2.4.3 Effective feedback for learner progression
- 2.4.4 Setting individual learning goals

1.6 Technology in educational practice

This topic explores the use of technology to support teaching, learning and assessment across the education sector. Learners develop knowledge and understanding of how technology and digital media can be used to enhance engagement, accessibility, communication, collaboration and progress. The topic also introduces the role of emerging technologies, including artificial intelligence (AI), and considers the benefits, limitations and risks associated with their use in educational contexts.

In this topic learners will gain knowledge and understanding in the following areas:
1.6.1 Using technology to enhance learning
1.6.2 Types of media
1.6.3 The positive impact of technology in educational practice

Section	Amplification

1.6.1 Using technology to enhance learning	Learners should know and understand:
	• how technology can be used to enhance learning across the educational sector, including:
	  • using online resources to support engagement, participation, collaboration and achievement through the effective, safe and appropriate use of digital technologies and online resources
	  • providing opportunities for children/students to research and evaluate information and ideas, for example:
	  • researching information from a range of sources
	  • evaluating the reliability and accuracy of information
	  • considering different viewpoints and perspectives
	  • making informed judgements
	  • drawing evidence-based conclusions
	  • developing critical thinking and problem-solving skills
	  • becoming independent children/students

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	• making learning accessible for children/students with SEND and EAL, by using technology and adapted resources to, for example:
	  • remove barriers to learning
	  • support communication and understanding by using visual supports, translation tools and communication applications
	  • promote participation and inclusion
	  • provide alternative methods of access to learning
	  • meet individual learning needs
	  • support progress and achievement
	  • use assistive technologies to support children/students with sensory impairments by using text-to-speech technology, translation tools and adapted resources to support access to learning
	  • recognise a range of communication methods, including signed communication where appropriate
	• providing opportunities for communication and collaboration by using digital technologies to enable children/students to, for example:
	  • work effectively with others by participating in virtual meetings, peer review and collaborative projects
	  • participate in discussions
	  • share ideas and information
	  • provide and receive feedback
	  • engage in collaborative learning activities that develop social, personal and academic skills
	• how approaches may need to be adapted to reflect the developmental, educational and individual needs of children/students at different stages of learning.

1.6.2
Types of media
	Learners should know and understand:
	• how educators can use a variety of media to describe and explain areas of learning in all the key stages of the education sector, including:
	  • presentations, such as, slide decks and interactive whiteboard materials, to describe and explain concepts
	  • videos, animations and recorded demonstrations to explain processes, skills and real-world examples
	  • audio resources, such as podcasts, sound recordings and verbal instructions, to support understanding and access to learning
	  • digital images, photographs, diagrams, charts and infographics to aid understanding and visualise information
	  • educational software, applications and online learning platforms to support teaching, learning and assessment
	  • virtual and augmented reality resources to provide immersive learning experiences
	  • e-books, digital documents and online publications to present information in accessible formats
	  • live-streamed or recorded lessons to support flexible access to learning.
	• how the selection and use of different media can:
	  • support engagement and motivation
	  • improve understanding of complex concepts
	  • address different learning needs and preferences
	  • increase accessibility for children/students with SEND and EAL
	  • encourage active participation and independent learning

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	• reinforce learning through multi-sensory approaches. • support the development of children's/students' digital literacy skills for further study, employment and everyday life.

1.6.3 The positive impact of technology in educational practice	Learners should know and understand:
	• how the use of technology can positively impact a child's/student's engagement, development and progress, such as:
	  • increasing child/student motivation, participation and engagement through the use of interactive and digital learning resources
	  • supporting different learning needs, abilities and circumstances through accessible technologies and adaptive learning tools
	  • enabling personalised learning by allowing children/students to progress at an appropriate pace and access resources suited to their individual needs
	  • developing children's/students' digital literacy, information literacy and research skills
	  • providing opportunities for communication, collaboration and the sharing of ideas between children/students, peers and educators
	  • supporting independent learning, critical thinking and problem-solving through access to a range of digital resources and information sources
	  • monitoring, assessing and tracking child/student progress through the use of digital assessment and feedback tools
	  • improving access to learning for children/students with SEND and those with EAL
	  • extending learning beyond the classroom through online platforms, virtual learning environments and remote learning opportunities
	  • preparing children/students for further study, employment and participation in an increasingly digital society.
	  • supporting access to learning through assistive technologies for children/students with sensory, physical or communication needs
	  • recognising the limitations of the use of technology, for example, lack of home access, lack of digital confidence, using screens can be distracting/have health implications.
	• the use of emerging technologies, including artificial intelligence (AI), and other evolving digital tools, to support children's/students' engagement, development and progress, including:
	  • supporting personalised learning experiences
	  • improving accessibility and inclusion for children/students with diverse needs
	  • assisting with the creation and adaptation of learning resources
	  • providing opportunities for independent learning, practice and feedback
	  • recognising the benefits, limitations and potential risks associated with technology-generated content, outputs and decisions, including that outputs may be inaccurate, incomplete, biased or unsuitable for the intended purpose
	  • understanding the importance of critical evaluation and professional judgement when using AI-supported resources
	• how the benefits, risks and appropriateness of different technologies may vary according to a child's/student's developmental, educational and individual needs.

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	The following examples illustrate how the knowledge and understanding may be applied across different educational stages and settings: • using visual timetables, communication apps and assistive technologies to support children with SEND and EAL. • using educational games, quizzes and interactive whiteboards to increase motivation and engagement. • monitoring attainment and progress through online assessments and digital feedback tools. • enabling remote and blended learning opportunities to extend access to education.

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.1.4 Learning environments, resources and planning factors
- 2.3.3 Selecting inclusive strategies
- 2.3.5 Analysing information to select inclusive adaptations
- 2.4.2 Assessment information, records and data
- 2.5.1 Purposeful communication in educational settings
- 2.5.2 Responsive and inclusive communication
- 2.5.4 Legal and Professional Responsibilities in Partnership Working

1.7 Reflective practice

This topic introduces reflective practice as a process for evaluating and improving educational practice. Learners develop knowledge and understanding of the purpose of reflection, key models of reflective practice and how structured reflection can be used to identify strengths, areas for development and actions for improvement. The topic supports the development of evidence-informed professional judgement and highlights the role of reflection in continuous professional learning and improvement.

In this topic learners will gain knowledge and understanding in the following areas:

1.7.1 Purpose of reflective practice in education
1.7.2 Models of reflective practice in education
1.7.3 Applying reflective practice in education

Section	Amplification

1.7.1 Purpose of reflective practice in education	Learners should know and understand:
	• that reflective practice is thinking systematically about an educational experience: what happened, what went well, what could be improved and what should happen next.
	• the purpose of reflective practice in education, such as:
	  • using relevant evidence, such as observations, child/student responses, outcomes or feedback, rather than relying only on memory or personal impression
	  • identifying strengths and aspects that were less effective
	  • considering why outcomes may have occurred
	  • identifying a specific action or change for future practice
	  • supporting continuous professional development and improvement in educational practice.

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1.7.2 Models of reflective practice in education	Learners should know and understand:
	• that a reflective model is a structured sequence of stages or questions used to organise reflection
	• the key stages in models of reflective practice, including Kolb's experiential learning cycle and Gibbs' reflective cycle, including:
	  • Kolb's experiential learning cycle: concrete experience, reflective observation, abstract conceptualisation and active experimentation
	  • Gibbs' reflective cycle: description, feelings, evaluation, analysis, conclusion and action plan
	• the contribution of Schön to reflective practice, including:
	  • reflection-in-action means thinking and adjusting while practice is taking place
	  • reflection-on-action means reviewing practice afterwards
	• that reflective models provide a structure for moving from experience to analysis and future action
	• that reflection goes beyond describing what happened by considering what went well, what could improve, why, and what should be done next.

1.7.3 Applying reflective practice in education	Learners should know and understand:
	• how models of reflective practice provide a structured approach to reviewing and improving educational practice
	• how a reflective model can be used to move from an educational experience to an identified improvement, such as by:
	  • identifying the focus and purpose of the reflection
	  • selecting relevant evidence from a supplied scenario, observation, child/student response, feedback or record
	  • describing what happened accurately before moving into reflection and analysis
	  • considering what went well, what was less effective and why
	  • identifying a realistic area for improvement
	  • setting a specific action for future practice
	  • reviewing the impact of that action when further evidence becomes available.

Synoptic links to Education Practice in Context

Knowledge and understanding from this section may contribute to performance in the following areas:

- 2.1.6 Producing well-structured learning session plans
- 2.3.5 Analysing information to select inclusive adaptations
- 2.4.2 Assessment information, records and data
- 2.4.4 Setting individual learning goals

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Content area 2: Education Practice in Context

GLH	210 hours
Overview of content area	This content area develops learners' understanding of how educational practice is applied within real learning environments to support safe, inclusive and effective child/student development and progress. It brings together planning, inclusion, assessment, communication and risk management to reflect the day-to-day responsibilities of educators across a range of settings and educational stages. Drawing on educational theory, legislation, policy and professional practice, learners will develop the knowledge and skills needed to make informed decisions that support positive child/student outcomes. Learners will explore how to plan and deliver effective learning by selecting appropriate pedagogical approaches, activities, resources, environments and assessment methods. They will understand how child/student information, developmental factors and contextual influences inform planning, and how teaching can be adapted to promote participation, inclusion and progress. Learners will develop an understanding of health and safety responsibilities, including how to identify hazards, assess risks, implement control measures and communicate risk assessment findings to support safe participation in learning. The content also focuses on assessment, feedback and goal setting within the assess-teach-feedback cycle. Learners will explore assessment methods, interpret assessment information and data, provide effective feedback, and set and justify individual learning goals to support progression. Learners will develop knowledge of effective and inclusive communication with children/students, families, colleagues and other professionals. They will consider how communication can be adapted to meet diverse needs, how collaborative working supports improved outcomes, and the legal and professional responsibilities associated with information sharing, confidentiality and safeguarding. Throughout this content area, learners will apply communication, decision-making, critical thinking, digital and numeracy skills to realistic educational scenarios. The content promotes an integrated understanding of how planning, inclusion, assessment, communication and safeguarding work together to create safe, supportive and effective learning experiences. The knowledge and understanding developed through this content area builds on Content Area 1. Where concepts are reflected in both content areas, Content Area 1 defines what learners are expected to know and understand, while Content Area 2 provides opportunities to practically apply this knowledge and understanding in context.

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Topics	2.1 Planning effective learning for progress 2.2 Managing risk in educational settings 2.3 Promoting inclusion, access, participation and progress 2.4 Assessing progress and setting learning goals 2.5 Communicating purposefully to support learner outcomes
Summary of assessment	Non-exam assessment Assessment 3: Planning and Safe Delivery of Learning • 10 hours 50 minutes • Set by WJEC, marked by centres and externally moderated by WJEC • 96 marks Assessment 4: Supporting Learner Progress • 14 hours • Set by WJEC, marked by centres and externally moderated by WJEC • 108 marks
Resources required for assessment	There are no specific requirements for assessment. Learners must have access to IT and appropriate software. The use of the internet and AI is **not** permitted.

Content

This content should be considered in relation to children/students across all key stages and educational settings within the education sector, from birth through to adult learning, recognising that child/student needs, experiences and outcomes may vary according to developmental, educational and individual circumstances. Teachers should support learners to understand and apply the content appropriately across the different educational stages and settings. The key stages are:

- Early Years Foundation Stage (EYFS)
- National Curriculum (KS1–KS4)
- Post-16/adult education

2.1 Planning effective learning for progress

This topic explores the principles and processes involved in planning effective learning experiences that support child/student progress. Learners develop knowledge and understanding of how to plan well-structured learning sessions, use information about children/students to inform planning, and select appropriate pedagogical approaches, activities, resources and assessment methods. The topic also explores the factors that influence planning decisions and develops learners' ability to produce learning plans that support progression and meet the needs of diverse children/students.

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.1.1 Planning well-structured learning sessions
2.1.2 Understanding learners and planning information
2.1.3 Selecting pedagogical approaches, strategies and learning activities
2.1.4 Learning environments, resources and planning factors
2.1.5 Assessment and measuring learning
2.1.6 Producing well-structured learning session plans

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Section	Amplification

2.1.1 Planning well-structured learning sessions	Learners should know and understand:
	• how to set specific learning objectives and success criteria for a learning session, including:
	  • a child/student-centred aim as the broad purpose of the learning, expressed from the child/student perspective
	  • a learning objective as a specific statement of what children/students should know, understand or be able to do by the end of the session
	  • success criteria as the observable or measurable evidence used to judge whether the learning objective has been achieved
	  • the purpose of SMARTER criteria (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) in checking that an objective is clear, realistic and measurable; where SMARTER is used elsewhere in the qualification, the same definition should apply
	  • the use of clear action verbs to make the intended learning and evidence explicit
	  • the need to keep the number of aims and objectives manageable for the available time and intended learning
	• the components of a well-structured learning session and the purpose of each component, including:
	  • recap: revisiting or retrieving relevant prior learning
	  • setting aims: making the intended learning and, where appropriate, success criteria clear
	  • introducing new concepts: explaining new knowledge, ideas or processes and connecting them with relevant prior learning
	  • modelling learning: showing a process, example or expected standard so important features are visible
	  • scaffolding learning: providing temporary support that enables participation and can be reduced as independence develops
	  • application of learning: providing children/students with an opportunity to practise or use the intended knowledge or skill
	  • plenary: reviewing learning, gathering evidence of understanding and progress, and identifying next steps
	• that these components can be sequenced flexibly to suit the intended learning rather than being followed as a fixed sequence.
	
	Learners should be able to plan well-structured learning sessions that demonstrate modelling and scaffolding of learning, such as by:
	• identifying what will be modelled, where it will occur in the learning sequence and why it is needed
	• showing how the model will make a process, important features or expected standard visible
	• identifying the scaffold or temporary support children/students will receive before independent application
	• showing how support can be adapted, reduced or removed as children/students become more secure
	• aligning modelling and scaffolding with the objective, child/student starting points and the activity that follows
	• sequencing learning activities to support a child's/student's progression towards independent application.

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	Learners should know and understand how and why setting specific learning objectives supports the measurement of students' progress against developmental and learning expectations, such as by: • making the intended change in knowledge, understanding, skill or behaviour explicit • providing a reference point for selecting success criteria and assessment evidence • allowing starting-point evidence and later evidence to be compared with the intended outcome • helping practitioners judge whether progress is appropriate to the child/student's developmental stage and relevant curriculum, programme or learning expectations • informing subsequent teaching, support or challenge when the evidence shows that the intended learning has or has not been secured • providing information that can inform subsequent teaching, support or challenge.

2.1.2 Understanding learners and planning information	Learners should know and understand:
	• how cognitive, physical, social and emotional development in children and young people can influence learning, including:
	  • cognitive development can affect attention, memory, language, reasoning, problem solving, connection of prior and new learning, and readiness for increasingly complex or independent learning
	  • physical development can affect access to activities and resources, movement and manipulation, recording of work, stamina, sensory access and participation in practical learning
	  • social development can affect communication, collaboration, group participation, help-seeking, relationships with peers and adults, and increasing independence
	  • emotional development can affect confidence, motivation, resilience, self-regulation, wellbeing and willingness to attempt challenge
	  • how the four domains interact, so the influence on learning should be considered holistically rather than as isolated factors
	• the information needed from child/student profiles and group/class profiles when planning learning sessions, and the relevance of this information.
	• the different types of information used to plan learning sessions and their relevance to planning decisions, including:
	  • child/student-profile information: such as, starting points, prior attainment, existing knowledge and skills, previous educational/vocational experience, current progress and strengths; identified SEND, EAL or social, emotional and mental health (SEMH) needs; attendance, medical/access needs or other relevant barriers where this information is available and appropriate
	  • group or class-profile information: such as, the range and patterns of starting points, attainment and needs across the group, group size, relevant group dynamics, and the likely range of support and challenge

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	• the relevance of profile information to decisions about starting point, challenge, pace, grouping, support, participation, independence, resource choice and assessment • only information that has a clear relevance to the planned learning should be selected and used • what information about the intended learning and available resources must be gathered before planning a learning session, and why this information is relevant, including: • learning objectives and relevant curriculum, programme or qualification requirements: what children/students are expected to know, understand or be able to do • resource requirements: equipment, materials, educational technologies/digital tools and staffing needed for the intended learning • resource constraints: limits on availability, quantity, accessibility or suitability that may affect the chosen activity or organisation • the information is relevant because it determines whether the proposed learning is aligned with the intended outcome, feasible, accessible and capable of being assessed. Learners should be able to: • identify and investigate appropriate sources needed to plan well-structured learning sessions and analyse information to support lesson planning, including: • relevant curriculum/framework information, such as the Early Years Foundation Stage (EYFS) framework or National Curriculum where applicable • awarding-organisation/programme specifications, schemes of work or curriculum plans • child/student and group/class profiles, previous work, observation information and prior/initial assessment records • organisational policies/procedures and information about staffing, environments and resources • evidence-informed guidance, such as relevant EEF guidance, where it is appropriate to the planning decision • analyse information, including: • starting points, gaps or misconceptions, strengths, identified needs and barriers • current progress, previous outcomes and relevant curriculum/programme expectations • available environments, staffing, resources and constraints • information from more than one source where cross-checking is needed • which information is relevant to the specific learning session and which has limited bearing on the planning decision • evidence-based conclusions about priorities and next steps • how the conclusions inform objectives, strategies, activities, resources, support and assessment.

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2.1.3 Selecting pedagogical approaches, strategies and learning activities	Learners should know and understand:
	• that pedagogy is the way teaching and learning are designed and facilitated. A pedagogical approach is a broad way of organising teaching and learning, informed by evidence, theory and the needs of the learning context
	• the strengths and limitations of different pedagogical approaches when planning learning sessions to promote learning, including:
	  • explicit/direct teaching: such as, clear explanation, modelling and guided practice; strong structure can support new or complex learning, but overuse can limit child/student autonomy
	  • guided learning: such as, the educator provides prompts, questions or scaffolds and reduces support as children/students become more secure; support must be well judged
	  • collaborative learning: such as, children/students work with others to explain, solve or create; can develop communication and thinking, but requires purposeful grouping and roles
	  • inquiry/discovery learning: such as, children/students investigate questions, information or problems with appropriate guidance; can promote active thinking, but insufficient guidance can overload or misdirect children/students
	  • experiential/practical learning: such as, children/students develop knowledge or skills through purposeful experience, practice and reflection; authenticity can support transfer, but activities must remain aligned with the intended learning
	• that, for each approach, strengths and limitations should be considered in relation to:
	  • the intended learning
	  • child/student starting points and developmental stage
	  • participation and engagement
	  • available environments and resources
	  • the evidence needed to demonstrate learning
	• that cognitive science is an evidence base that can inform pedagogical decisions and is not itself a separate pedagogical approach.
	• the types of strategies for learning used in learning sessions, including:
	  • teacher-led activities: where the educator directs learning through explanation, instruction, questioning or guidance
	  • child/student-led activities: where children/students take greater responsibility for directing aspects of their own learning
	  • open questioning: using questions that encourage children/students to explain, justify, predict or evaluate rather than provide single-word answers
	  • role play: children/students acting out situations, interactions or scenarios to develop understanding, communication or practical skills
	  • group discussions: children/students sharing ideas, opinions and perspectives to develop understanding and explore different viewpoints
	  • demonstrations: showing a process, method or skill so children/students can observe important features before attempting it themselves

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	• case studies: using realistic examples or situations to examine issues, apply knowledge and develop decision-making • small-group activities: children/students working in small groups to complete a task, investigate information or solve a problem • individual activities: children/students working independently to practise, apply or demonstrate learning • simulations: recreating realistic situations that enable children/students to practise skills, decision-making or responses in a safe environment • that strategies for learning can be combined within a session and that their effectiveness depends on objective, child/student needs, level of guidance, environment, resources and assessment purpose. • how the selection and sequencing of different learning activities can influence children's/students' learning and progress over time, including: • activation and retrieval of relevant prior learning • the amount of new information or cognitive demand children/students must process at one time • opportunities for explanation, modelling, guided practice and independent application • participation, collaboration, autonomy and increasingly independent learning • motivation, engagement and persistence • opportunities to receive feedback and demonstrate progress • retention and increasingly secure use of knowledge or skills over time • that learning activities should be selected and sequenced according to the intended learning, child/student needs, developmental stage and context, rather than chosen solely because they are engaging Learners should be able to select appropriate pedagogical approaches and learning activities when planning well-structured learning sessions, including: • selecting pedagogical approaches and learning activities that align with the objective and success criteria • using child/student and group or class information to judge the appropriate balance of guidance, collaboration and independence • comparing realistic alternatives by identifying relevant strengths and limitations • combining approaches, strategies and activities coherently within the planned sequence • justifying choices using relevant child/student, curriculum/programme, environment, resource and assessment information • selecting alternative or additional approaches where appropriate to support child/student participation, progress and achievement.
2.1.4 Learning environments, resources and planning factors	Learners should know and understand: • the types of learning environments in which learning sessions can take place and the requirement for these environments to be inclusive and enabling, including: • physical environments: face-to-face spaces such as classrooms, workshops, laboratories, studios, outdoor areas or other suitable learning spaces

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	• virtual environments: learning that takes place through an online or digital environment • hybrid environments: learning designed to combine physical and virtual participation • the requirement for learning environments to be inclusive and enabling such as, providing access to activities, information, communication, participation, support and opportunities for progress • the suitability of the learning environment: including the need to identify and reduce relevant barriers while maintaining the intended learning and appropriate challenge, such as: • physical or access barriers • sensory distractions • communication or language barriers • digital access barriers • anxiety or group-dynamic factors • the types of learning resources to consider when planning a learning session, including: • equipment: such as, physical items or specialist equipment needed for the planned learning • materials: such as, printed, practical, consumable or other learning materials • educational technologies and digital learning tools: such as, technologies used to access, represent, practise, create or communicate learning • staffing: such as, the educators, support staff or other appropriate adults required for the planned activity • the importance of ensuring resources support the intended learning objective, are suitable and accessible for the child/student group, and are available in sufficient quantity; reasonable adaptations or alternative resources should be planned where required • the factors to consider when planning a learning session, including: • time available: such as, how session length affects the number and scope of objectives, the sequence of activities, opportunities for practice and assessment, and realistic transitions between activities • space and resource availability: such as, whether the preferred environment and resources are available in sufficient quantity and are suitable for the planned activity • adaptive teaching: such as, planned adjustments to explanation, task, grouping, support, resources or the way children/students respond, while maintaining appropriately ambitious intended learning • that the factors interact; for example, limited equipment may require different group organisation, while an identified child/student need may require an accessible alternative resource without changing the intended outcome. • how different environments and resources can be used to promote learning and maximise student progress. • how environments and resources can promote learning and maximise progress, such as: • enabling access to the activity and the information needed to participate

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	• supporting explanation, modelling, practice, collaboration or independent application • reducing avoidable barriers while maintaining appropriate challenge • providing repeated opportunities to practise, receive feedback and demonstrate increasingly secure learning • using technology or media where it improves access, representation, participation or efficiency for the intended learning • reviewing environments and resources against evidence of child/student progress and adapting them where they are not supporting the intended learning outcome. Learners should be able to decide on an appropriate environment and appropriate resources when planning well-structured learning sessions, including: • comparing realistic environment and resource options against the learning objective and child/student or group information • selecting an environment that enables the planned activity and appropriate participation • selecting equipment, materials, educational technologies or digital tools, and staffing that are necessary and proportionate to the intended learning • identifying relevant constraints and selecting workable alternatives where preferred options are unavailable • justifying decisions using supplied child/student, learning, inclusion, resource and context information.
2.1.5 Assessment and measuring learning	Learners should know and understand: • the purpose of different assessment methods used to demonstrate measurable progress in a learning session, including: • observation: gather direct evidence of what a child/student can do, apply or demonstrate during the activity, judged against the starting point, objective and success criteria • student-led reflection: child/student self-assessment/review in which the child/student identifies what they have learned, how confident they are or what they need to do next; this is distinct from practitioner reflective practice • starter assessment compared with plenary assessment: compare evidence at the beginning and end of the session against the same objective or success criteria to identify change/progress • review of produced outputs: judging evidence within outputs, such as answers, written work, practical products, presentations or artefacts, against the intended learning • that the selected method should generate evidence that is appropriate to what children/students are expected to know, understand or do • the difference between formative and summative assessment and the use of these to measure progress, such as: • formative assessment is used during learning to provide information about current understanding, needs and progress so that teaching and learning can be adjusted • summative assessment is used to judge achievement at a defined point against specified expectations or outcomes

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	• formative evidence can be used to demonstrate progress within and across learning sessions • summative evidence demonstrates achievement against identified outcomes at a specific stage of learning • that the assessment type and assessment method should be appropriate to the purpose of the assessment and the intended learning being measured. Learners should be able to include assessment method(s) in a planned learning session to demonstrate measurable progress, including: • selecting assessment method(s) aligned with the specific learning objective and success criteria • identifying the child/student starting point or baseline and when assessment evidence will be gathered • identifying the observable evidence that will demonstrate learning or measurable progress • using more than one assessment method where this is necessary and proportionate to the learning objective • ensuring assessment methods are accessible and appropriate to the children/students and context • showing how the evidence gathered could inform subsequent teaching, support or challenge.
2.1.6 Producing well-structured learning session plans	Learners should be able to: • plan well-structured learning sessions that bring together appropriate pedagogical approaches, learning activities, modelling and scaffolding, and assessment methods. The learning-session plans should integrate the decisions developed in the preceding sections and demonstrate coherent alignment between: • relevant child/student/group and planned-learning information • specific learning objectives and success criteria • the selected pedagogical approaches and strategies for learning • the sequence and purpose of activities • where modelling and scaffolding will be used and how support leads towards application • the learning environment and resources required • the timing and organisation of the session • assessment opportunities and the evidence that will demonstrate learning or progress • contingencies or proportionate alternatives where constraints or changes have been identified • justify planning decisions using relevant child/student, curriculum or programme, inclusion, environment, resource and assessment information. Learners should know and understand that a well-structured learning-session plan may take different forms across educational contexts but should demonstrate coherent alignment between the elements above. Learners should be able to apply written communication, numeracy and digital skills when producing plans for learning sessions, including: • applying written communication to produce a clear, logically organised plan using concise professional language

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	• communicating objectives, activities, resources, timings, assessment and responsibilities clearly enough for the intended plan to be followed • applying numeracy to calculate resource requirements from group size, groupings, quantities per child/student/group or available workstations/equipment • checking calculations against the planned organisation and available resources • applying digital skills to create, edit, organise and present an accessible learning session plan using appropriate digital tools • revising the plan when child/student information, resource constraints or other circumstances change.

Synoptic links to Foundations of Educational Practice

This section is underpinned by knowledge and understanding from relevant areas of the Foundations of Educational Practice content, including:

- 1.2 Pedagogical approaches and learning
- 1.3 Creating inclusive learning environments
- 1.5 Assessment and feedback
- 1.6 Technology in educational practice
- 1.7 Reflective practice

2.2 Managing risk in educational settings

This topic explores the principles and practices of managing risk within educational environments. Learners develop knowledge and understanding of legal requirements, health and safety responsibilities, and the importance of balancing safety with positive learning experiences. The topic examines risk assessment processes, including the identification of hazards, evaluation of risks and implementation of control measures, and develops learners' ability to apply risk management approaches to a range of educational contexts.

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.2.1 Legal requirements and balancing safety with motivating learning
2.2.2 Planning a risk assessment
2.2.3 The risk assessment process
2.2.4 Learning environments, hazards and risk control
2.2.5 Assessing and communicating risk

Section	Amplification

2.2.1 Legal requirements and balancing safety with motivating learning	Learners should know and understand:
	• how and why legal requirements and guidance on health and safety are applied, including:
	  • the purpose of key health and safety legislation in setting out employer and employee duties for managing risk:
	  • Health and Safety at Work Act 1974
	  • Management of Health and Safety at Work Regulations (1999)
	  • the purpose of the following relevant guidance in supporting practical application of the law:

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	• Health and safety: responsibilities and duties for schools (2022) • Early Years Foundation Stage (EYFS) Framework • Ofsted Education Inspection Framework • how legislation and guidance inform health and safety policies, procedures and day-to-day practice within educational settings • why educational settings must follow health and safety requirements, including to promote the safety, health and welfare of children/students, staff and visitors, reduce risk, prevent harm and support safe participation in educational activities • how the Management of Health and Safety at Work Regulations (1999) are applied through the identification of hazards, assessment of risk and implementation of appropriate control measures • the balance between working safely/complying with all required regulations and delivering motivating learning activities, such as: • the need to balance compliance with health and safety legislation, guidance, policies and procedures with delivering engaging and appropriately challenging learning experiences • that learning activities should be planned and managed to minimise unnecessary risks while enabling children/students to participate actively and make progress • that overly risk-averse approaches may limit valuable learning opportunities and children's/students' independence • that appropriate supervision, guidance and control measures can enable children/students to participate safely in motivating activities • that children/students should be supported to understand and follow relevant health and safety requirements as part of the learning process • that, where appropriate, children/students should be given increasing responsibility for applying health and safety requirements independently.
2.2.2 Planning a risk assessment	Learners should know and understand the planning requirements to carry out a risk assessment, including: • producing risk assessment documentation to record hazards, risks, control measures, responsible persons and review arrangements in a clear and consistent format, such as a risk assessment form or template • identifying when a risk assessment should take place, for example: • before a new activity, learning session or educational visit • before using a new venue, environment or piece of equipment • following an incident or near miss • at scheduled review points • identifying the time required to complete a risk assessment, recognising that the time required will depend on the complexity of the activity, environment, child/student needs and level of risk • identifying resources needed to carry out the assessment, such as: • access to the venue, environment or equipment being assessed • relevant policies, procedures and guidance • specialist advice or input from colleagues where required

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	Learners should be able to plan how to carry out risk assessments for one outdoor and one indoor learning environment, including: • identify steps in the process, such as, gathering relevant information, identifying potential hazards, considering who may be affected, determining appropriate control measures and recording findings • estimate time required for each stage of the risk-assessment process, taking account of the complexity of the activity, learning environment and children/students involved • identify the resources required to carry out the risk assessment, such as risk-assessment documentation, relevant policies and procedures, information about the learning environment, and specialist advice where appropriate • sequence activities in a logical order so that relevant information is gathered and considered before decisions and control measures are recorded

2.2.3
The risk assessment process
	Learners should know and understand:
	• the steps in the risk assessment process, including:
	  • identifying hazards: anything that has the potential to cause harm
	  • risk identification: recognising the risk that arises from each hazard
	  • risk management: who is at risk and considering who could be harmed and how, including:
	  • children/students
	  • staff
	  • visitors
	  • individuals who may be at greater risk due to SEND, in line with the SEND code of practice
	  • individuals who may be at greater risk due to protected characteristics, in line with the Equality Act 2010
	  • assessing the likelihood of harm occurring:
	  • 3-point scale (1 being low, 2 being medium or 3 being high)
	  • 5-point scale (1 being unlikely, 5 being almost certain)
	  • assessing the severity of harm that could result:
	  • 3-point scale (1 being low, 2 being medium or 3 being high)
	  • 5-point scale (1 being negligible, 5 being severe)
	  • implementing controls:
	  • remove hazard
	  • reduce risk from hazard
	  • documenting the findings of the assessment (see Section 2.2.5)
	  • reviewing the risk assessment:
	  • regular review
	  • change of circumstances
	  • result of incident / accident
	• the components of risk assessment documentation, including:
	  • hazards: hazards identified before, during and after a learning activity
	  • who the hazards could affect: the individuals or groups who may be harmed by the identified hazard
	  • likelihood of risk: the probability of the identified hazard causing harm

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	• existing controls: measures already in place to reduce or manage the risk • further controls required: additional measures needed to reduce the risk to an acceptable level • responsibilities: who is responsible for implementing, monitoring and reviewing control measures • a risk assessment matrix: a tool used to assess and prioritise risks by considering likelihood and potential severity of harm • that risk assessment documentation supports the protection of the health, safety and wellbeing of children/students, staff and visitors, and helps educational settings comply with relevant health and safety legislation and procedures.
2.2.4 Learning environments, hazards and risk control	Learners should know and understand: • indoor and outdoor learning environments, including: • indoor learning environments: learning that takes place within an enclosed setting, such as such as nursery rooms, reception and primary classrooms, school halls, libraries, laboratories, workshops, studios, lecture halls, community learning centres and other indoor educational spaces • outdoor learning environments: learning that takes place outside, such as playgrounds, gardens, allotments, sports facilities, forest-school provision, vocational training areas, educational visits and other outdoor learning spaces • learning environments may differ in relation to environmental conditions, available facilities, supervision requirements and accessibility, which may influence the hazards, risks and control measures that need to be considered. • the main hazards in an indoor learning environment, including: • movement around the room, for example, slip, trip and fall hazards caused by spillages, trailing cables or obstructed walkways • materials and equipment being used, such as tools, chemicals, ICT equipment or other resources that could cause harm if used incorrectly • furniture and fixtures, such as unstable shelving, damaged furniture or poorly positioned equipment • electrical services, such as damaged cables, faulty equipment, broken switches or overloaded sockets • the main hazards in an outdoor learning environment, including: • environmental hazards, such as uneven surfaces, wildlife, allergens, poisonous plants and adverse weather conditions • equipment, such as outdoor play equipment, sports equipment or specialist outdoor equipment • materials, such as natural materials, construction materials or gardening resources • lack of supervision, including maintaining appropriate adult-to-child/student ratios or supervision requirements for specialist activities such as handling chemicals or climbing at height, where insufficient supervision may increase the risk of accidents, injury or unsafe behaviour.

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	Learners should be able to observe and reflect on the safety of learning activities in one indoor learning environment and one outdoor learning environment. • Observation should involve reviewing and examining information relating to a planned learning activity and learning environment in order to identify hazards, risks and control measures. Observation may be informed by planning documentation, child/student information, risk-assessment documentation and other relevant materials. Direct observation of a live activity is not required. • Reflection should involve evaluating information about a planned learning activity and learning environment in order to judge how effectively hazards, risks and control measures have been identified and managed. Reflection may be informed by planning documentation, child/student information, risk-assessment documentation and other relevant evidence, and should consider whether additional controls, adaptations or actions may be required to support safe participation and learning. Learners should know and understand the controls used to minimise risks, including: • removing the hazard completely wherever possible • reducing exposure to the hazard, for example by limiting the time spent near it or the number of people exposed • use of Personal Protective Equipment (PPE), such as goggles, gloves or hi-vis clothing • providing training in the safe use of equipment and materials • displaying clear instructions or signage • carrying out or arranging regular equipment maintenance and checks • implementing appropriate supervision arrangements where required • controlling access to hazards where appropriate.

2.2.5 Assessing and communicating risk	Learners should be able to:
	• apply the risk assessment process and develop and complete risk assessment documentation, including a risk assessment matrix, for one indoor and one outdoor learning activity. The documentation should incorporate all required components identified in Section 2.2.3 and include assessment of the likelihood and severity of potential harm using a risk assessment matrix.
	• apply numeracy skills to complete a risk assessment matrix, including:
	  • score/rank hazards for likelihood of harm occurring, for example:
	  • 3-point scale (1 being low, 2 being medium or 3 being high)
	  • 5-point scale (1 being unlikely, 5 being almost certain)
	  • score/rank hazards for severity of harm that could result, for example:
	  • 3-point scale (1 being low, 2 being medium or 3 being high)
	  • 5-point scale (1 being negligible, 5 being severe)
	  • calculating an overall score for each risk identified by multiplying likelihood score x severity score
	  • prioritising implementation of controls according to findings of the risk assessment matrix
	• apply digital skills to convey the results of a risk assessment, including:

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	• producing risk assessment documentation in an appropriate digital format • organising and labelling documentation clearly to support access and use by relevant staff • storing documentation securely in accordance with organisational policies and procedures • retrieving documentation from approved digital systems when required • apply communication skills to convey the results of risk assessments for one indoor and one outdoor learning activity • communicate identified hazards, risks, control measures, required actions and responsibilities clearly to relevant staff, children/students and other appropriate individuals. Learners should know and understand that where personal data is included, risk assessment documentation must be compliant with data protection requirements under the Data Protection Act 2018 and UK GDPR.

Synoptic links to Foundations of Educational Practice

This section is underpinned by knowledge and understanding from relevant areas of the Foundations of Educational Practice content, including:

- 1.1 Creating safe learning environments
- 1.3 Creating inclusive learning environments
- 1.6 Technology in educational practice

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2.3 Promoting inclusion, access, participation and progress

This topic explores how inclusive practice supports participation, engagement and positive outcomes for all children/students. Learners develop knowledge and understanding of the barriers that may affect inclusion, the principles of inclusive design and the strategies used to meet diverse child/student needs. The topic also examines relevant guidance and frameworks, and develops learners' ability to analyse information, select appropriate adaptations and communicate recommendations that promote inclusion and participation in educational settings.

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.3.1 Inclusive design and consistent application
2.3.2 Potential barriers to inclusion
2.3.3 Selecting inclusive strategies
2.3.4 Guidance and frameworks supporting inclusion
2.3.5 Analysing information to select inclusive adaptations
2.3.6 Communicating and managing recommendations

Section	Amplification
2.3.1 Inclusive design and consistent application	Learners should know and understand the principles of inclusive design for learning sessions for the widest possible range of students, including students with different abilities, languages, ages and cultures, and the importance of applying inclusive design consistently, including: • inclusive design means planning learning from the outset to reduce avoidable barriers for the widest possible range of students; individual adaptations or adjustments may still be needed for particular children/students • abilities: such as, considering differences in current knowledge and skills, communication, physical or sensory access and independence without assuming that difference means lower potential • languages: such as, considering EAL, literacy, technical vocabulary and communication needs so language demands do not create an unnecessary barrier • ages: such as, considering developmental stage, prior experience, independence and the cognitive, communication or physical demands of the activity; chronological age should not be treated as a measure of ability • cultures: such as, considering whether examples, language, routines or expectations may be unfamiliar, while using relevant child/student information rather than stereotypes • the importance of applying inclusive design consistently: ensuring that inclusive design informs planning and delivery across explanations, activities, resources, communication, opportunities for participation and assessment, rather than responding only after barriers arise • maintaining intended learning and appropriate challenge: reducing or removing unnecessary barriers to access, participation and success while maintaining high expectations for all children/students

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	• the purpose of inclusive design: helping to ensure that all students are able to access, participate in and benefit from learning sessions.
2.3.2 Potential barriers to inclusion	Learners should know and understand potential barriers that can limit inclusion in learning sessions, including: • resource availability: such as, insufficient or inaccessible printed/digital resources, limited access to equipment or assistive technology, or insufficient staffing/support • lack of training: such as, staff may not recognise access needs or know how to adapt resources, use assistive technology or communicate accessibly; lack of training may also make it harder to recognise and challenge bias in practice • physical and environmental factors: such as, inaccessible room or workshop layout, excessive noise, poor lighting, sensory demands or unsuitable access arrangements • language differences: such as, unfamiliar vocabulary, technical language, complex instructions or inaccessible communication may restrict understanding and participation; language difference should not be treated as lower ability • attitudes of managers, teachers and peers. such as, low expectations, stigma, inconsistent support or negative staff/student peer responses may create social or pedagogical barriers • potential barriers should be identified from relevant information rather than assumed from a label or characteristic. A child/student characteristic is not itself a barrier; barriers may arise from the learning environment, resources, communication, attitudes or session design and may affect access, participation or progress.
2.3.3 Selecting inclusive strategies	Learners should know and understand the purpose of strategies used to ensure learning sessions are inclusive, and how these strategies may reduce or remove barriers to access, participation and progress, including: • offering choice and autonomy: such as, provide meaningful, manageable choices that support engagement and independence without changing the intended learning • presenting information in different ways: such as, using complementary verbal, written, visual, practical or demonstrative forms where these improve access • clarifying vocabulary: such as, identifying unfamiliar, technical or ambiguous language and make its meaning explicit • providing scaffolding: such as, providing temporary structured support that enables access to a task and can be reduced as competence develops • varying teaching methods: such as, selecting or adapt teaching methods to suit the intended learning, child/student needs and context • varying ways students provide responses: such as, allowing appropriate oral, written, practical, visual or digital responses where these still demonstrate the intended learning

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	• making use of different media: such as, selecting media that make important information clearer or more accessible without adding unnecessary complexity • making use of tools and assistive technology: such as, using appropriate technology to improve access, communication, participation or independence, including for SEND and EAL where relevant • identifying and removing physical and pedagogical barriers: such as, changing features of the environment or teaching/learning design that unnecessarily restrict access or participation • providing necessary resources and support: such as, using appropriate human, physical, digital or adapted resources where these reduce or remove a barrier • more than one strategy may be appropriate where several barriers are present; adaptations should remain proportionate and should not unnecessarily reduce the intended learning or level of challenge.
2.3.4 Guidance and frameworks supporting inclusion	Learners should know and understand the contribution of specified guidance and frameworks in promoting inclusion, including: • Early Years Foundation Stage (EYFS): expectations for early years provision that support inclusive practice in the EYFS • SEND Code of Practice: guidance on identifying and supporting SEND, including graduated and collaborative support • Equality Act 2010: protection from discrimination and the duty to make reasonable adjustments for disabled children/students where required • Education Endowment Foundation (EEF): evidence-informed guidance that can support decisions about teaching and inclusion • Universal Design for Learning (UDL): an inclusive-design framework that anticipates child/student variability and encourages multiple means of engagement, representation and action/expression.
2.3.5 Analysing information to select inclusive adaptations	Learners should be able to analyse information about learning sessions and individual students to identify important facts, and evaluate evidence to consider adaptations that promote inclusion, including: • identifying relevant information about the child/student, group, intended learning, current session design and available resources • deciding which information is relevant to access, participation and progress and which information does not affect the inclusion decision • identifying barriers shown by the information in the specific context without making assumptions from labels alone • using the relevant information to explain how developmental, social, emotional, environmental or inclusion factors may be affecting learning • comparing possible adaptations and evaluate their likely benefits, limitations and practical implications • making an evidence-based judgement about the most appropriate adaptation or combination of adaptations

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	• avoiding recommendations that are unsupported by the information available or that unnecessarily reduce the intended learning or level of challenge An adaptation is a purposeful change to the activity, resource, communication, environment, support or way a child/student responds, intended to reduce or remove a barrier while maintaining the intended learning.

2.3.6 Communicating and managing recommendations	Learners should be able to:
	• apply communication skills to make recommendations that promote inclusion, including:
	  • communicate the identified barrier, relevant information and recommended adaptation clearly and logically
	  • use respectful, non-deficit language and appropriate educational terminology for the intended audience
	  • explain how the recommendation is expected to improve access, participation and/or progress
	  • identify practical conditions or constraints where these affect implementation
	  • select and justify communication methods and formats that are appropriate to the audience, purpose and context.
	• apply digital skills to make recommendations by producing, organising, storing and retrieving digital content, including:
	  • produce digital content appropriate to the task, for example a written recommendation, annotated plan, presentation, adaptation summary or professional record
	  • organise and label digital information clearly so it can be retrieved when required
	  • store and retrieve digital content securely and only make it available to appropriate people
	  • apply relevant data protection requirements, including the Data Protection Act 2018, UK GDPR and the setting's data protection policies/procedures, where recommendation records contain personal child/student information
	  • include only personal information that is necessary for the purpose and use anonymised or fictional child/student information in assessment practice where possible
	  • produce accessible digital outputs using formats appropriate to the audience, purpose and task requirements.

Synoptic links to Foundations of Educational Practice This section is underpinned by knowledge and understanding from relevant areas of the Foundations of Educational Practice content, including: • 1.2 Pedagogical approaches and learning • 1.3 Creating inclusive learning environments • 1.6 Technology in educational practice • 1.7 Reflective practice	

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2.4 Assessing progress and setting learning goals

This topic explores the role of assessment and feedback in supporting child/student progress. Learners develop knowledge and understanding of different assessment methods, the use of assessment information, records and data, and the principles of effective feedback. The topic also examines how evidence gathered through assessment can be used to evaluate progress, identify next steps and set individual learning goals that support continued development and achievement.

In this topic learners will gain knowledge, understanding and skills in the following areas:
2.4.1 Types of assessment and assessment methods
2.4.2 Assessment information, records and data
2.4.3 Effective feedback for learner progression
2.4.4 Setting individual learning goals

Section	Amplification

2.4.1 Types of assessment and assessment methods	Learners should know and understand:
	• the main types of assessment and the difference between them, including:
	  • formative assessment, such as:
	  • used during learning to gather information about a child/student's current understanding, progress and support needs
	  • used to identify strengths, misconceptions and next steps in learning
	  • informs decisions about teaching, learning activities, support and challenge
	  • provides feedback that can help children/students improve their performance
	  • summative assessment, such as:
	  • completed at the end of a period of learning
	  • measures overall achievement
	  • informed by statutory and non-statutory guidance and the SEND code of practice
	  • diagnostic assessment, such as:
	  • used to identify a child/student's existing knowledge, skills and misconceptions
	  • used before or during learning
	  • informed by relevant guidance and the SEND code of practice
	  • comparative assessment, such as:
	  • used to compare a child/student's performance against a defined standard, peers, or their own previous work
	• that different types of assessment generate different forms of evidence and outcomes, and may take place before, during or after learning. Assessment outcomes may be used to:
	  • monitor learning and progress
	  • identify strengths, gaps and next steps
	  • identify learner needs and support requirements
	  • adapt teaching, learning and assessment approaches
	  • provide feedback and inform goal setting
	  • measure achievement or performance against criteria, standards, benchmarks, peers or previous performance

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	• record and report achievement • plan intervention and support • support progression decisions and the award of qualifications where appropriate • the role of different assessment methods and their use across educational settings, including: • observation: watching and recording learner behaviour, participation, performance or progress • verbal questioning: asking children/students questions to check understanding, recall knowledge or encourage deeper thinking • written questioning: children/students respond to questions in written form to demonstrate knowledge and understanding • projects: individual, paired or group work completed over time to demonstrate research, planning, problem-solving and application of learning • examination of written work: reviewing children's/students' written work against criteria to assess achievement and progress • peer assessment: children/students assess the work of other children/students against agreed criteria to provide feedback and support improvement • self-assessment: children/students assess their own work against criteria to identify strengths and areas for development • skills/practical assessment: assessment of practical performance or competence through observation and evaluation of a task or activity • professional discussion: a planned discussion used to explore and assess knowledge, understanding, skills and reasoning • the ways technology can support the use of these different assessment methods, for example, digital tools for written questioning or recording practical assessment • why it is important to select appropriate assessment methods to support effective assessment of children/students as part of the assess-teach-feedback cycle, including: • ensuring assessment is accessible and inclusive • giving children/students a fair opportunity to demonstrate what they know, understand and can do • working in line with the principles of inclusive learning and strategies, such as: • varying assessment methods • using assistive technology • removing physical and pedagogical barriers • supporting accurate evaluation as part of the 'assess' stage of the assess-teach-feedback cycle
2.4.2 Assessment information, records and data	Learners should know and understand: • the types of assessment information, records and data that can be used as part of the assess-teach-feedback cycle, including: • observation notes • written results • marks/scores • audio/video recordings • digital records • reports • the role of assessment information, records and data in providing:

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- quantitative results, such as marks and scores
- qualitative results, such as observation notes
- a stand-alone snapshot of performance
- results that can be tracked over a period of time to show progress
- results that can be compared with other children/students
- results that can be compared against a child/student's own previous work
- baseline information at the start of a course or unit of learning

Learners should be able to:

- evaluate a given set of assessment information, records and/or data to draw evidence-based conclusions about a child/student's current progress, attainment and support needs, including being able to:
  - interpret multiple sources of evidence
  - use judgment to form a view of the relevance, reliability and importance of different evidence sources
  - identify patterns or gaps
  - use judgement to form evidence-based conclusions about the child/student's current progress, attainment and support needs in relation to expected outcomes
- apply numeracy skills when evaluating quantitative assessment information, records and data to support the feedback of specific learning goals, including being able to calculate:
  - measure of average, for example:
    - the mean, for example to find a typical score when scores are evenly distributed
    - the median, for example to find the most typical score in a cohort with outliers
    - the mode, for example to find the most frequently occurring grade or response
  - percentages, for example to show the proportion of children/students achieving a particular score
  - progress towards target grades, for example subtracting or otherwise comparing two or more scores
- use the evaluation of quantitative assessment data to support feedback and setting of learning goals
- recognise limitations of using quantitative assessment data, including:
  - the importance of assessment context for child/student outcomes
  - other evidence of learning beyond formal assessment
- apply digital skills to set individual learning goals by producing, organising, storing and retrieving digital learning goal documentation, including documentation that can be:
  - produced in an appropriate digital format, for example using a word-processing template or app
  - organised and clearly labelled so it can be accessed by relevant staff
  - stored securely in a setting's approved digital system or location
  - retrieved by relevant staff through the setting's secure shared network.

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	Learners should know and understanding that individual learning goal documentation must be compliant with data protection requirements under the Data Protection Act 2018 and UK GDPR (see Section 1.1.2).

2.4.3 Effective feedback for learner progression	Learners should know and understand:
	• the principles for providing effective (high-quality) feedback to support child/student progression, including:
	  • identifying feedback that is timely, specific, focussed on the intended learning and provides actionable information
	  • selecting appropriate feedback approaches for different children/students, educational stages and learning contexts
	  • constructing feedback that highlights strengths and areas for improvement and provides clear next steps for learning.
	• why providing feedback in a timely and appropriate manner is important, such as:
	  • how delay can reduce the impact of feedback on learning
	  • how the manner of delivery affects how well a child/student receives and acts on it
	  • how it creates a consistent and supportive learning environment
	• why providing constructive feedback to support children/student's progress is important, such as:
	  • balancing praise for effort/achievement with clear guidance for improvement
	  • supporting child/student motivation
	  • helping sustain child/student progress.

2.4.4 Setting individual learning goals	Learners should know and understand:
	• appropriate techniques for setting individual learning goals, including:
	  • using SMARTER criteria to structure goals:
	  • Specific: clearly states exactly what must be achieved
	  • Measurable: can be evidenced or assessed
	  • Achievable: realistic to achieve with time, resources and ability
	  • Relevant: clearly linked to children/student's needs and development
	  • Time-bound: clearly states timescale or deadline
	  • Evaluated: progress toward goals can be assessed
	  • Reviewed: can be revised if necessary
	  • involving children/students in goal setting to increase engagement and ownership
	  • showing interest in children's/students' own goals to build positive relationships and increase motivation
	  • setting a manageable, limited number of goals so children/students are not overwhelmed
	  • ensuring goals are appropriate to the child/student's age and stage of development
	• different types of learning goals that may be set for a child/student including:
	  • academic goals: relating to subject knowledge and attainment
	  • behavioural goals: relating to conduct and engagement
	  • personal goals: relating to a child/student's individual interests and aspirations
	  • practical goals, relating to the development of specific skills

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	• how information gathered through the assess-teach-feedback cycle is analysed to:
	  • identify a child/student's current progress
	  • set individual learning goals to further progress
	  • support inclusive learning to ensure goals are accessible to all children/students.
	
	Learners should be able to:
	• apply decision-making skills to set specific and appropriate individual learning goals, using assessment evidence and information about children/students to maximise learning progress, such as:
	  • Reviewing assessment evidence to establish what children/students know, understand and can do
	  • Identifying strengths and areas for development
	  • Identifying gaps between current performance and expected / target performance
	  • Prioritising specific goals where there are multiple areas for development
	  • Selecting goals that will support progress and meet individual needs
	  • Considering child/student interests / motivation and level of independence
	  • Considering barriers to meeting individual learning goals, including relevant SEND or EAL needs
	  • Considering the support, resources, time and learning opportunities available to support children/students in meeting their individual learning goals
	• justify specific learning goals that have been set, linking them to assessment evidence and the individual child/student's needs, including:
	  • the assessment evidence used to identify the goal
	  • the prioritisation of goals based on child/student need
	  • how the goal will address an identified gap in learning or meet a specific child/student need
	  • the rationale for the timescale set for achieving the goal
	  • evidence of child/student involvement in setting the goal
	  • any reasonable adjustments and/or additional support required to enable the child/student to achieve the goal
	• apply communication skills to feedback specific learning goals to children/students, communicating goals clearly and supportively and applying the principles of effective feedback and restorative practice, including:
	  • communicating learning goals clearly and concisely using child/student-friendly language
	  • explaining the purpose of the goal and its link to assessment evidence
	  • providing feedback that is timely, specific, focused and actionable
	  • highlighting strengths, areas for development and clear next steps
	  • using positive and encouraging language to support child/student motivation, engagement and positive relationships
	  • checking child/student understanding of the goal and working collaboratively to agree next steps
	  • adapting communication to the child/student's age, stage, needs and SEND requirements

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	• using appropriate communication methods, such as verbal, written, visual or practical approaches

Synoptic links to Foundations of Educational Practice

This section is underpinned by knowledge and understanding from relevant areas of the Foundations of Educational Practice content, including:

- 1.2 Pedagogical Approaches and Learning
- 1.4 Building Positive Relationships in Education
- 1.5 Assessment and Feedback
- 1.6 Technology in Educational Practice
- 1.7 Reflective Practice

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2.5 Communicating purposefully to support learner outcomes

This topic explores the role of purposeful communication in supporting child/student outcomes across educational settings. Learners develop knowledge and understanding of effective, responsive and inclusive communication approaches, including adapting communication to meet the needs of different audiences and contexts. The topic also examines collaborative working with families, carers and professionals, and considers the legal, ethical and professional responsibilities associated with information sharing, partnership working and supporting positive child/student outcomes.

In this topic learners will gain knowledge, understanding and skills in the following areas:
2.5.1 Purposeful communication in educational settings
2.5.2 Responsive and inclusive communication
2.5.3 Collaborative working with families and professionals
2.5.4 Legal and professional responsibilities in partnership working

Section	Amplification

2.5.1 Purposeful communication in educational settings	Learners should know and understand:
	• the communication methods and techniques used to communicate purposefully with parents, families, carers and other professionals, including:
	  • verbal communication, for example:
	  • parent consultations and meetings
	  • meetings with safeguarding, SEND and pastoral teams
	  • tutorials and progress reviews
	  • visual communication, for example:
	  • picture cards, symbols and visual aids
	  • written communication methods, for example:
	  • communication and record keeping with safeguarding or SEND teams
	  • academic feedback, progress reports and assessment reports
	  • written reports and correspondence
	  • the use of technology to communicate and share information, for example:
	  • apps
	  • email communication and digital newsletters
	  • online systems and websites
	  • Virtual Learning Environments (VLEs)
	  • non-verbal communication techniques, including:
	  • body language
	  • eye contact
	  • facial expressions
	  • personal space
	  • posture
	  • professional appearance
	• that communication extends beyond spoken and written language and includes non-verbal cues that can influence understanding, engagement and relationship building.
	• the principles and skills required for effective communication, including:
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	• being concise • being courteous • being inclusive • providing comprehensive information • that effective communication involves conveying information clearly, accurately and respectfully, while ensuring that messages are appropriate to the audience and purpose. • the ways to demonstrate active listening skills, including: • allowing others to speak • asking questions • paraphrasing • paying attention • responding appropriately rather than just delivering information • the importance of active listening in supporting understanding, building positive relationships and encouraging meaningful two-way communication (see Section 1.4.1). • the importance of identifying the context of any communication, including: • who the communication is with • where the communication takes place • how the communication takes place • relevant prior communication and background information, including factors that may influence communication, understanding or engagement, for example: • cultural values, traditions and expectations • family circumstances and family structure • health and wellbeing factors • parental or carer engagement • relevant prior experiences or interactions. Learners should be able to demonstrate critical thinking skills by considering the context of communication and applying decision-making skills to communicate purposefully. The context refers to the circumstances in which communication takes place, including the audience, setting, communication method and relevant background information that may influence communication decisions and effectiveness. This may include: • individual circumstances • family structure and parental engagement • cultural values, beliefs and lived experiences • health, wellbeing and support needs • factors affecting development, behaviour or engagement • previous interactions or communication.
2.5.2 Responsive and inclusive communication	Learners should know and understand: • how communication methods, techniques, style and tone can be adapted to meet the needs of different audiences, including: • using non-technical language where appropriate • avoiding, minimising or explaining jargon and technical terminology • adjusting the volume of speech to suit the audience and context • adopting an appropriate formal or informal tone

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	• adapting communication methods and techniques to support understanding, engagement and participation
	• checking understanding and responding appropriately
	• selecting communication approaches that are appropriate for the audience and purpose
	• using accessible and inclusive language
	• adapting communication through the use of digital technology and communication support tools, including:
	  • email
	  • video conferencing platforms
	  • virtual learning environments (VLEs)
	  • communication apps
	  • translation tools
	  • captioning tools
	  • visual communication software
	  • assistive technologies, such as screen readers and hearing support technology
	  • British Sign Language (BSL) interpretation, where appropriate
	• that adapting communication helps to improve understanding, engagement, accessibility and participation for different audiences
	• barriers to effective communication, including:
	  • language differences, which may be addressed through the use of simple language, translation tools, visual aids or interpreters
	  • use of technical language or jargon, which may be addressed by using non-technical language or providing clear explanations
	  • cultural differences, which may be addressed through cultural awareness, sensitivity and adaptation of communication approaches
	  • physical conditions that may affect communication, which may be addressed through reasonable adjustments, assistive technologies or alternative communication methods
	  • providing too much information, which may be addressed by presenting information in manageable chunks and checking understanding
	• strategies to overcome communication barriers, including:
	  • adapting communication methods to meet individual needs and suit the audience
	  • adapting the communication environment to support participation and engagement
	  • checking understanding and seeking clarification
	  • demonstrating cultural awareness and sensitivity
	  • prioritising key messages
	  • providing opportunities for questions and feedback
	  • structuring information clearly and logically, including breaking information into manageable chunks where appropriate
	  • using appropriate digital technologies and media to support communication, accessibility, participation and collaboration
	  • using interpreters, translators or advocates where appropriate
	  • using visual aids and other communication resources to support understanding.

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	Learners should be able to:
	• apply communication and decision-making skills to propose purposeful communication approaches, drawing on communication principles, audience needs and contextual factors, including:
	  • selecting appropriate communication methods, techniques and technologies for the audience and purpose
	  • adapting communication to suit the context and the needs of the audience
	  • selecting information that is relevant and appropriate for the audience and purpose
	  • proposing strategies to overcome potential barriers to communication
	  • considering how digital technologies can support communication, accessibility and engagement
	  • justifying communication decisions based on the context, audience and intended outcome
	  • communicate recommendations and relevant information in a manner appropriate to the audience, purpose and context
	• evaluate and justify communication methods, techniques and technologies in a range of educational contexts, drawing on communication principles, audience needs and contextual factors to support effective and purposeful communication

2.5.3 Collaborative working with families and professionals	Learners should know and understand:
	• the individuals, professionals and organisations involved in supporting children/students and their families, including:
	  • parents, carers and wider family, who may:
	  • contribute to decision-making and agreed support strategies
	  • share information about progress, wellbeing and support needs
	  • support learning and development at home
	  • for example, sharing information about routines, progress and wellbeing, or meeting with teachers to discuss progress and home learning support
	  • colleagues within the same setting, for example:
	  • teachers
	  • teaching assistants
	  • learning support staff
	  • tutors
	  • pastoral staff
	  • attendance officers
	  • designated safeguarding leads (DSLs)
	  • who may:
	  • maintain consistent approaches to learning and behaviour
	  • monitor progress
	  • plan support and interventions
	  • share information
	  • industry professionals outside the educational setting, for example:
	  • employers
	  • workplace mentors
	  • careers advisers

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	• who may: • facilitate workplace experiences and industry engagement • provide careers information and guidance • support employability and progression • agencies and services that support parents, carers and children/students, including: • area SENCOs • local authority advisers • health visitors • social workers • speech and language therapists • children's centre workers • educational psychologists • the role of different agencies and professionals, including: • area SENCOs: provide advice and guidance to support children and children/students with SEND and help educational settings develop inclusive practice • local authority advisers: provide specialist advice, support quality improvement and help settings meet statutory requirements • health visitors: monitor children's health and development and identify potential support needs at an early stage • social workers: support children, young people and families where there are welfare, safeguarding or social care concerns • speech and language therapists: assess and support speech, language and communication needs • children's centre workers: provide family support, early intervention and access to community services • educational psychologists: assess learning, developmental and behavioural needs and provide recommendations for support and intervention • how and why establishing and maintaining collaborative ways of working with parents, carers, families, colleagues and external organisations supports improved learning outcomes, including: • working with parents, carers and families, for example: • sharing information about a child's progress, routines and development through daily conversations or communication apps • meeting with parents to discuss a pupil's reading progress and agree strategies to support learning at home • school staff and parents working together to improve attendance, engagement and academic progress • working with colleagues within the educational setting, for example: • teachers and teaching assistants planning interventions for pupils requiring additional support • subject teachers, SEND staff and pastoral teams sharing information to support a child/student's needs • tutors, learning support staff and careers advisers working together to support child/student success • working with external organisations and professionals, for example:

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	• parents and practitioners working with external professionals to support early language development or behaviour • working with social workers or youth support services to support vulnerable students in KS3 and KS4 • maintaining professional communication with employers, external agencies and support services • tutors and employers sharing feedback to support the development of vocational skills and achievement of programme outcomes • that collaborative working enables individuals, professionals and organisations to share information, expertise and responsibilities, coordinate support and work towards shared outcomes for children/students. • collaborative working can support improved learning outcomes through: • access to specialist knowledge, expertise and support services • early identification of learning, development, wellbeing or safeguarding needs • more effective planning of support and interventions • improved communication and information sharing between individuals, professionals and organisations • increased consistency between home, educational settings and external services • enhanced wellbeing, development and progress • improved engagement, participation and achievement • improved safeguarding through coordinated multi-agency working • increased opportunities for progression, transition and future learning • better outcomes for children/students, families and carers • collaborative working may be particularly important where: • a child/student has SEND • a child/student is at risk of harm • a child/student is looked after or care experienced • a child/student requires additional support or specialist intervention • abuse, neglect or exploitation is suspected • an Education, Health and Care Plan (EHCP) is in place or being considered • concerns about a child/student's wellbeing, welfare or safety have been identified • child/student progress, attainment or development requires additional review or support • progression or transition planning is required • significant life events, trauma or transitions have occurred • support is required to improve attendance, engagement or participation • that positive relationships between children/students, families, educators and other professionals can strengthen engagement,

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	support wellbeing and contribute to sustained progress and improved learning outcomes.

2.5.4
Legal and professional responsibilities in partnership working
	Learners should know and understand:
	• legal and professional responsibilities relating to the confidentiality, sharing and management of information, including how educators adhere to legal requirements relating to the confidentiality of information, of the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), such as:
	  • collecting, recording and using information appropriately and only where necessary
	  • ensuring information is accurate, relevant and kept up to date
	  • following organisational policies and procedures when handling information
	  • handling personal and sensitive information professionally and respectfully
	  • maintaining confidentiality when discussing information relating to children/students or families
	  • recognising when information should and should not be shared
	  • sharing information only with those who have a legitimate need to know
	  • storing information securely using approved systems
	  • using secure methods of communication when sharing personal or sensitive information
	• that confidentiality is not absolute and that information may need to be shared appropriately where there are safeguarding, welfare or legal concerns, in line with organisational policies and legal requirements.
	• the role of legal requirements in relation to safeguarding, including circumstances where the duty to safeguard students, colleagues and others may override normal expectations of confidentiality.
	• key legislation and statutory guidance relating to safeguarding and information sharing, including:
	  • Children Act 2004
	  • Working Together to Safeguard Children
	  • Keeping Children Safe in Education
	  • Safeguarding Vulnerable Groups Act 2006
	• that legal and statutory requirements support educators to:
	  • identify and respond to safeguarding concerns
	  • protect children, young people and adults from abuse, neglect, exploitation and harm
	  • share information appropriately where there are safeguarding concerns or a risk of harm
	  • balance confidentiality with safeguarding responsibilities
	  • follow organisational safeguarding policies and procedures
	• that confidentiality is not absolute and that exceptions to confidentiality may apply where:
	  • there are concerns about abuse, neglect or exploitation
	  • a child, young person or adult may be at risk of harm
	  • a colleague presents a safeguarding concern
	  • information needs to be shared to protect an individual's safety, welfare or wellbeing

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	• organisational safeguarding procedures require concerns to be reported • when information can remain confidential • when information must be shared • who concerns and information should be shared with • the importance of following organisational safeguarding procedures • the role of professional judgement in handling confidential information and safeguarding concerns • that the protection of students, colleagues and others from harm takes precedence over maintaining confidentiality where safeguarding concerns arise. Learners should be able to: • apply digital skills to propose how to communicate purposefully by producing, organising, storing and retrieving digital content, including: • selecting appropriate digital communication methods, formats and technologies for the audience and purpose • producing digital content, such as emails, presentations, adaptation summaries, professional records or other resources appropriate to the task • organising and labelling digital information so it can be located, accessed and used effectively • storing and retrieving digital content securely using appropriate systems and processes • applying confidentiality, data protection and information security requirements when producing, storing and sharing digital content • considering audience needs, the purpose of communication and the accessibility of digital content when selecting and using digital technologies • select, produce, organise, store, retrieve and share digital content in ways that support effective communication, decision-making and collaborative working within educational contexts.

Synoptic links to Foundations of Educational Practice

This section is underpinned by knowledge and understanding from relevant areas of the Foundations of Educational Practice content, including:

- 1.1 Creating safe learning environments
- 1.4 Building positive relationships in education
- 1.6 Technology in educational practice

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Transferrable skills

The following transferable skills have been integrated into the content:

Content area	Transferable Skill(s)
2.1 Planning effective learning for progress	• **communicating** plans and recommendations to others • **decision making, clarifying logical** choices on learning environments and learning resources when planning learning sessions • **planning** skills to develop well-structured and inclusive learning sessions which promote learning for all • **analysing** information to support inclusive lesson planning
2.2 Managing risk in educational settings	• **decision making and using evidence** from observations to assess risk • **observing** a situation to identify risks and hazards • **recording** decisions made as part of the risk assessment process
2.3 Promoting inclusion, access, participation and progress	• **communicating** feedback to students on specific learning goals • **analysing** information to support inclusive lesson planning • **evaluating by considering evidence** about learning sessions and individual students to propose adaptations to promote inclusion
2.4 Assessing progress and setting learning goals	• **communicating** feedback to students on specific learning goals • decision making skills to set specific learning goals and justify these goals using evidence
2.5 Communicating purposefully to support learner outcomes	• **communicating** information to different audiences including parents, families, carers and other professionals to improve student outcomes • **decision making, clarifying logical choices and concluding** how to communicate purposefully for a given situation • **critical thinking to synthesise and conclude** the context of communication situations • **evaluating** information, records and data used to assess students' current progress: consider and appraise this evidence, drawing evidence-based conclusions

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Work-related behaviours

Teaching and learning opportunities to develop the following workplace behaviours may be developed through student engagement with the content:

Content area	Attention to detail	Responsible	Reflective	Self-confident	Professional	Respectful
2.1 Planning effective learning for progress	✓		✓			
2.2 Managing risk in educational settings	✓					
2.3 Promoting inclusion, access, participation and progress	✓	✓	✓			
2.4 Assessing progress and setting learning goals	✓	✓		✓	✓	✓
2.5 Communicating purposefully to support learner outcomes						✓

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3. Assessment

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

3.1. Assessment objectives and weightings

Below are the assessment objectives for this qualification. Learners must:

AO1
Demonstrate knowledge and understanding of concepts, principles, requirements and approaches relevant to the subject area.

AO2
Apply knowledge and understanding of concepts, principles, requirements and approaches to plan, carry out tasks, produce outputs, and use information appropriately.

AO3
Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations.

The table below shows the weighting of each assessment objective for each assessment and for the qualification as a whole.

	AO1	AO2	AO3	Total
Assessment 1	10	5	5	20
Assessment 2	5	10	5	20
Assessment 3	5	15	10	30
Assessment 4	5	15	10	30
Overall weighting	25	45	30	100

3.2. 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 subject to the qualification's terminal assessment requirement. Learners must take the assessment at the end of their programme of study, having completed all, or substantially all, of the qualification content.

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This assessment is externally set and marked by WJEC.

Assessment 2

Content area 1 is assessed through an externally set and marked case study 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 subject to the qualification's terminal assessment requirement. Learners must take the assessment at the end of their programme of study, having completed all, or substantially all, of the qualification content.

This assessment is externally set and marked by WJEC.

Assessment 3

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.

A new brief will be issued annually through Portal from the last week of February for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment.

Learners are provided with the assessment window in which to complete the assessment. This flexibility allows centres to integrate the assessment within their programme of delivery while providing sufficient opportunity for learners to engage with the tasks, produce evidence, and demonstrate the knowledge, skills and understanding required by the content area under controlled conditions.

Assessment sessions may be arranged across multiple sittings within the window, allowing learners to undertake the practical and applied tasks in a manageable manner while generating the evidence required for assessment.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

Assessment 4

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.

A new brief will be issued annually through Portal from the last week of February for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment.

Learners are provided with the assessment window in which to complete the assessment. This flexibility allows centres to integrate the assessment within their programme of delivery while providing sufficient opportunity for learners to engage with the tasks, produce evidence, and demonstrate the knowledge, skills and understanding required by the content area under controlled conditions.

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Assessment sessions may be arranged across multiple sittings within the window, allowing learners to undertake the practical and applied tasks in a manageable manner while generating the evidence required for assessment.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

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4. Technical information

4.1. Assessment availability

Assessment	Summer Yr-1	Summer Yr-2
Foundations of Educational Practice Assessment 1	✗	✓
Foundations of Educational Practice Assessment 2	✗	✓
Planning and Safe Delivery of Learning Assessment 3	✓	✓
Supporting Learner Progress Assessment 4	✓	✓

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	TBC
Assessment 2	TBC
Assessment 3	TBC
Assessment 4	TBC

If a candidate has been entered for 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	TBC

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

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4.4. Grading and reporting

Assessments within WJEC V Levels are awarded on a seven-point scale A* to E and P.

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

	Max.	A*	A	B	C	D	E	P
Assessment 1	120	108	96	84	72	60	48	36
Assessment 2	120	108	96	84	72	60	48	36
Assessment 3	180	162	144	126	108	90	72	54
Assessment 4	180	162	144	126	108	90	72	54

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

V Level qualifications are reported on a seven-point scale: A* to E, P and U (unclassified).

	Max.	A*	A	B	C	D	E	P
Qualification	600	540	480	420	360	300	240	180

Candidates who do not achieve the uniform marks required to achieve a P 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
Adaptation	A change made to teaching, learning activities, resources or the environment to help meet an individual child's/student's needs and improve access, participation or progress.
Adaptive Teaching	An approach in which teaching is adjusted in response to learners' strengths, needs, prior knowledge and progress so that all learners can access learning and achieve intended outcomes.
Assessment method	The approach used to gather assessment evidence about a learner's knowledge, skills, understanding, behaviours or progress, such as observation, questioning, review of written work or practical assessment.
Assistive technology	Technology designed to improve access, communication, participation, independence or learning for individuals with identified needs.
Barrier to learning/inclusion	Any factor within the learner, environment, communication, resources or learning design that may limit access, participation, progress or achievement.
Education sectors	A broad category of education provision that groups together educational institutions and programmes serving learners at a particular stage of life, or with a particular purpose. The main educational sectors in England are: • Early Years • Primary Education • Secondary Education • Further Education (FE) • Higher Education (HE) • Adult and Community Learning • Work-Based Learning and Skills • Specialist Educational Settings
Educational settings	Any organised environment in which teaching, learning, training, assessment, or educational support takes place. Early Years Settings (Ages 0–5) • Nurseries and nursery schools • Pre-schools and playgroups • Childminders • Reception classes in primary schools Primary Schools (Ages 4–11) • Community schools • Academies • Free schools

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	• Faith schools Secondary Schools (Ages 11–16/18) • Comprehensive schools • Academies • Grammar schools • Studio schools • University Technical Colleges (UTCs) Further Education (FE) Settings • Further Education colleges • Sixth-form colleges • Independent training providers Higher Education (HE) Settings • Universities • Higher education colleges Adult and Community Learning Settings • Community learning centres • Adult education services • Local authority learning programmes Workplace and Apprenticeship Settings • Employer training departments • Apprenticeship providers • Professional development programmes Specialist Educational Settings • Special schools • Alternative provision settings • Pupil Referral Units (PRUs) • Hospital schools
Feedback	Information provided to a learner about their performance that identifies strengths, areas for development and next steps for improvement.
Formative assessment	Ongoing assessment used during learning to monitor understanding, identify next steps and inform teaching and learning.
Inclusive design	Planning learning, environments, resources and activities so they are accessible and welcoming to the widest possible range of learners from the outset.
Inclusive learning	An approach to teaching and learning that seeks to reduce barriers and enable all learners to access, participate in and make progress in learning.

Key learning stages	The stages of education in England's education system.
	• Early Years Foundation Stage (EYFS) – 0 to 5
	• National Curriculum (Key Stage 1–Key Stage 4)
	  • KS1 – 5 to 7
	  • KS2 – 7 to 11
	  • KS3 – 11 to14
	  • KS4 – 14 to 16
	• Post-16 (16-19)/Adult Education (19+)

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Learner	An individual who is engaged in education or training and is developing knowledge, skills, understanding or behaviours. A learner may be a child, young person, student or adult, depending on the educational stage or setting.
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 aim	The broad purpose or intended overall outcome of a learning session, usually expressed from the child/student perspective.
Learning goals/objectives	Specific, measurable statement(s) that indicate the knowledge, skills and/or behaviour(s) that a student should demonstrate having completed a learning activity or a learning session.
Learning session	A structured period of learning, such as a lesson or a workshop, designed to achieve a specific learning intentions or outcome. A learning session may consist of one or more learning activities, depending on the age, developmental stage and needs of the learner(s).
Modelling	Demonstrating a process, skill, strategy or example so that learners can observe and understand what successful performance looks like.
Pedagogical Approach	The method or approach used to support teaching and learning, informed by educational theory, evidence and the needs of learners.
Risk assessment	A systematic process used to identify hazards, evaluate risks and implement control measures to reduce the likelihood and impact of harm.
Risk Matrix	A tool used to assess and prioritise risks by considering the likelihood of a hazard occurring and the severity of its potential impact.
Scaffolding	Temporary support provided to learners to help them complete tasks or develop understanding, which is gradually reduced as independence increases
SMARTER	A framework for setting goals that are Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed.
Scheme of work	A document that outlines the sequence of learning, content, resources and assessment opportunities over a series of lessons or learning sessions.
Success Criteria	Clear descriptions of what successful achievement of a learning objective looks like and the evidence learners should demonstrate.

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Summative Assessment	Assessment carried out at the end of a period of learning to measure and evaluate a learner's achievement against defined outcomes or standards.

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Appendix B – Links to Occupational Standards

The subject content for this V Level draws upon the following Occupational Standards.

Occupational Standard	Reference	SOC Code
Early Years Educator	ST0135	6111
Education Technician	ST0666	3119
Teaching Assistant	ST0454	6112

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Appendix C – Links to Education Foundation Certificate

The following aspects of content directly relate to content specified in the Education Foundation Certificate.

V Level Reference	Foundation Certificate Reference	Knowledge and Understanding	Skills
2.1 Planning Effective Learning for Progress	LO1 – Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	The value of different types of learning activities used in learning sessions: teacher led, student-led, open questioning, role play, group discussions, demonstrations, case studies, small group activities, individual activities and simulations	Planning learning which includes appropriate learning activities
2.1 Planning Effective Learning for Progress	LO1 – Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	How to set specific learning objectives and success criteria for a learning session: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time bound, Evaluated and Reviewed) criteria, student-centred aims, use of action verbs and limiting the number of aims.	Planning learning to demonstrate measurable progress.
2.1 Planning Effective Learning for Progress	LO1 – Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	The types of learning resources to consider when planning a learning session: equipment, materials, and staffing. Factors to consider when planning a learning session: time available, space and resource availability, and inclusion of adaptive teaching strategies.	Deciding on appropriate resources when planning learning. Applying numeracy skills to calculate resource requirements.

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2.1 Planning Effective Learning for Progress	LO1 – Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	The value of different assessment methods used to demonstrate measurable progress in a learning session: observation, student-led reflection, starter assessment compared to plenary assessment, and review of produced outputs (reports, answers or artefacts).	Planning learning to include assessment method(s) to demonstrate measurable progress.
2.5 Communicating Purposefully to Support Learner Outcomes	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	The different individuals and professionals that educators interact with: parents, carers, wider family, agencies and services that support parents, carers and students, colleagues within the same setting and industry professionals outside of the education setting.	Proposing ways to communicate purposefully with different individuals.
2.5 Communicating Purposefully to Support Learner Outcomes	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	The different types of communication techniques that can be used to communicate purposefully: verbal, visual, written methods and use of technology. The ways to adapt style and tone of communication to suit the audience: using non-technical language, avoiding use of jargon, volume of speech, and adopting a formal or informal tone. The principles of effective communication: being clear, being concise, being courteous, and providing comprehensive information.	Proposing appropriate communication techniques to be able to communicate purposefully.

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2.5 Communicating Purposefully to Support Learner Outcomes	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	The importance of adhering to the legal requirements relating to confidentiality of information including adherence to the Data Protection Act 2018. The significance of the legal requirements in relation to safeguarding and the exceptions to confidentiality to protect students and colleagues.	Deciding what information can or cannot be shared.
2.5 Communicating Purposefully to Support Learner Outcomes	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	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?)	Deciding the context of any communication.
2.3 Promoting Inclusion, Access, Participation and Progress	LO3 – Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress	The importance of consistently applying inclusive design principles in all learning sessions to ensure all students are able to access, participate in and benefit from the session.	Recommending adaptations to support inclusion.
2.3 Promoting Inclusion, Access, Participation and Progress	LO3 – Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress	The value and appropriateness of different strategies for making learning sessions inclusive including offering choice and autonomy, presenting information in different ways, clarifying vocabulary, providing scaffolding, varying teaching methods, varying	Recommending adaptations to support inclusion.

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		ways in which students provide responses, making use of different media, making use of tools and assistive technology, identifying and removing physical and pedagogical barriers, providing necessary resources and support.	
2.3 Promoting Inclusion, Access, Participation and Progress	LO3 – Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress	The importance of using guidance and statutory frameworks related to promoting inclusion including the Early Years Foundation Stage (EYFS), SEND code of practice, Equality Act 2010, Education Endowment Foundation and Universal Design for Learning (UDL).	Analysing information to recommend adaptations to support inclusion.
2.2 Managing Risk in Educational Settings	LO4 – Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning	The steps in the risk assessment process: identifying hazards, risk identification, risk management-who is at risk, likelihood of harm, and severity of harm, implementing controls, documenting and reviewing.	Observing learning and applying the process of risk assessment. Producing and completing risk assessment documentation.
2.2 Managing Risk in Educational Settings	LO4 – Complete risk assessments for two contrasting learning activities in indoor learning environment to ensure safe delivery of learning	Main hazards in an indoor learning environment: movement around a room (slip/trip/fall hazards), materials and equipment being used, furniture and fixtures, and electrical services. Controls used to minimise risks: removing the hazard, reducing exposure, use of	Observing learning and applying the process of risk assessment. Producing and completing risk assessment documentation.

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		Personal Protective Equipment (PPE), training in relation to use of equipment and other materials and equipment maintenance.	
2.2 Managing Risk in Educational Settings	LO4 – Complete risk assessments for two contrasting learning activities in indoor learning environment to ensure safe delivery of learning	The significance of the legal requirements and guidance on health and safety including the importance of adhering to the Health and Safety at Work Regulations (1999). The balance between working safely/complying with all required regulations and delivering motivating learning activities.	Communicating to convey the results of risk assessment to others.
2.4 Assessing Progress and Setting Learning Goals	LO5 – Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress	The significance of different types of information, records and data used in the assessment of learning: observation notes, written results, marks/scores, audio/video recordings, digital records and reports. The role of different types of assessment information, records and data: to provide quantitative or qualitative results, to provide standalone results or results over a period of time, to provide comparative results with others, to provide comparative results against students' previous work and to provide baseline information.	Evaluating information, records and data. Applying numeracy skills when evaluating quantitative data.

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2.4 Assessing Progress and Setting Learning Goals	LO5 – Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress	The main types of assessment and the difference between them: formative assessment, summative assessment, diagnostic assessment and comparative assessment Use of different methods of assessment in different educational settings: observation, verbal questioning, written questioning, projects, examination of written work, peer assessment, self-assessment, skills/practical assessment and professional discussion.	

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