**NCFE CACHE Level 3 V Level in Education**

QN: TBC

This qualification is currently under regulatory review.
The draft specification is provided for reference only and must not be used for teaching purposes.



# Qualification Specification

## Qualification summary

| | |
|---|---|
| **Qualification title** | **NCFE CACHE Level 3 V Level in Education** |
| **Ofqual qualification number (QN)** | XXX/XXXX/X (TBC) |
| **Guided learning hours (GLH)** | 360 |
| **Total qualification time (TQT)** | 400 |
| **Duration** | It is expected that this qualification will be delivered over 2 years. |
| **Minimum age** | 16 |
| **Qualification aim** | This qualification is designed for 16- to 19-year olds seeking a broad vocational route in education. It develops learners' knowledge, skills and understanding of education, preparing them for progression to further study, higher technical training, or an apprenticeship in a related field. |
| **Grading** | This qualification is graded A* to E, P (pass) and U (unclassified). |
| **Assessment method** | 40% assessment by examination (AbE)<br>60% non-exam assessment (NEA). |
| **Synoptic assessment** | This qualification includes synoptic assessment in both the AbE and NEA, requiring learners to draw together knowledge, understanding and skills from across the full course of study. |
| **Work/industry placement experience** | Work/industry placement experience is not required for this qualification. |
| **UCAS** | Please refer to the UCAS website for further details of points allocation and the most up-to-date information. |
| **Performance points** | Please check the performance points data produced by the Department for Education (DfE). |
| **First award** | In line with regulatory requirements, this qualification will not be awarded in the first year it is made available. |
| **Funding** | V Levels are funded qualifications. For further guidance on funding, please contact your local funding provider. |
| **Subject content** | This qualification has been developed to align with the DfE Level 3 V Level Education subject content, July 2026. |

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# Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

A V Level is a level 3 vocational qualification, aimed at preparing learners for progression to further study, higher technical training, or an apprenticeship.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

## Aims and objectives

This qualification aims to:

- focus on the study of education practice across a range of key learning stages
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to:

- develop and apply knowledge, understanding and skills in education practice
- support students to plan effective and inclusive learning
- evaluate assessment information across a range of education stages
- support progression to further study and apprenticeships.

## Guidance for entry and registration

This qualification is designed for 16 to 19-year-olds seeking a vocational route into education who want a broad foundation for further study or training.

It is intended to be taken in combination with other qualifications, such as other V Levels, A levels and, where required, level 2 and below English or maths to form a broad study programme.

It may also be useful to learners studying qualifications in the following sectors/areas:

- sociology
- psychology
- social care.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification in a similar subject area.

Centres are responsible for ensuring that all learners are capable of achieving the knowledge, understanding and skills within all themes of the qualification and complying with the relevant literacy, numeracy, and health and safety requirements.

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## Achieving this qualification

To be awarded this qualification, learners must complete the required teaching content within the mandatory themes, undertake all required assessments and meet the qualification's grading requirements.

Please refer to the list of themes in Appendix A or the theme summaries guidance in Section 2 for further information.

## Progression

Learners who achieve this qualification could progress to further study or apprenticeships towards careers in education roles, including:

- further study:
  - education studies
  - early childhood studies
- apprenticeship routes:
  - Early Years Educator
  - Education Technician
  - Teaching Assistant.

## Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers (IQAs) to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current – this should include standardisation to ensure consistency of assessment

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- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the specified assessment requirements.

**Knowledge-based content:**

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

**Competence/skills-based content:**

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate subject topics.

## Work/industry placement experience

Work/industry placement experience is not required for this qualification.

## How the qualification is assessed

Assessment is the process of measuring a learner's knowledge and understanding and skills against the standards set in a qualification.

This qualification uses a combination of internal assessment, moderation and external assessment.

Centres must use the NCFE-set assessments as supplied and must not adapt the assessment tasks, contexts or supporting materials.

This qualification is assessed synoptically by both AbE and NEA, allowing learners to:

- demonstrate the ability to draw together different areas of knowledge, understanding and/or skills from across the full course of study
- develop responses that allow them to construct and develop a sustained line of reasoning – or an equivalent logical sequence, depending on the nature of the task – that is coherent, relevant and effectively structured
- demonstrate knowledge, understanding and skills in response to authentic, vocationally related contexts and scenarios.

All learners taking this qualification must be assessed in English and all assessment evidence presented for moderation must be in English.

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## Non-exam assessment (NEA)

The NEAs within this qualification are externally set, centre graded/marked, with NCFE completing controlled moderation. Centres are not permitted to adapt NEA tasks.

The NEAs will assess the learner's ability to respond to complex and novel situations, drawing on knowledge from all themes. Learners should not undertake an NEA until the relevant themes have been delivered.

The NEAs encourage learners to combine elements of their learning and demonstrate accumulated knowledge, understanding and skills. This enables learners to show their ability to integrate and apply knowledge, understanding and skills with both breadth and depth.

The NEAs must be supervised and assessed by the tutor. The NEAs will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours. Information on specific assessment conditions and assessment hours will be available in the NEA brief.

To support delivery, specimen assessment materials for the NEAs are available on the NCFE website.

Where a learner takes this qualification in a single academic year, they complete all assessments within that year using the existing assessment windows. Centres submit marks for all of that learner's NEAs in one submission window. This option is available from the second year the qualification is offered, once all NEAs are available. Please refer to the Assessment Timetable on the NCFE website.

New versions of the NEAs will be produced for each assessment series.

## Assessment by examination (AbE)

The AbE within this qualification is a set date and time (invigilated) examination. NCFE specifies the exact date and time that the external assessment must be administered in the centre. It is administered under specified assessment conditions.

The AbE draws upon the following:

- Theme 1 Legislation and guidance for health, safety and safeguarding
- Theme 2 Plan for and carry out risk assessments for safe delivery of learning
- Theme 3 Key principles and strategies for inclusion
- Theme 4 How to recommend adaptations to learning sessions to promote inclusion.
- Theme 5 Understanding teaching and learning
- Theme 6 Plan well-structured learning sessions
- Theme 7 Building and maintaining positive relationships with students in education
- Theme 8 Professional communication and collaboration for purposeful student outcomes
- Theme 9 Using technology to enhance learning
- Theme 10 Assessment methods and feedback to promote student progress
- Theme 11 Evaluate assessment information as part of the assess-teach-feedback cycle
- Theme 12 Principles of reflective practice.

The AbE material will be sent out by NCFE in time for the start of the assessment. Assessment materials must be kept secure at all times. NCFE marks the AbE. The AbE result contributes to the learner's overall qualification grade.

For further information, centres should refer to the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, available on the NCFE website.

## Moderation

Moderation occurs before results are issued and helps us to ensure assessment judgements made by centres are in line with NCFE's guidelines and are reliable across centres. During moderation, the moderator reviews a sample of learners' non-exam assessments (NEAs) and the marks given by assessors within the centre.

Moderators will look at a sample of learners' work. The sample size will be selected using Joint Council for Qualifications (JCQ) sampling guidelines and include assessments from across a range of centre marks, which include a learner with the highest centre mark and a learner with the lowest non-zero centre mark. Where an assessment has been carried out by more than one assessor, all assessors will be included in the sample, where possible.

## Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

## Unclassified grade

A result that does not achieve any grade from A*, A, B, C, D, E or P (pass) will be graded as U (unclassified).

## External assessment conditions

To access the external assessment, centres must ensure that learners are booked for the external assessment through the NCFE Portal.

Please refer to the assessment timetable on the NCFE website for specific dates.

For instructions on conducting external assessments, please refer to our Regulations for the Conduct of External Assessment and QSID documents, available on the NCFE website.

## Retakes of non-exam assessments (NEAs)

Learners will have one retake opportunity for NEA 1, available in in year two. There is no retake opportunity for NEA 2.

The retake could be used to:

- achieve a passing grade
- improve an existing passing grade.

The retake would involve the learner completing a new assessment, within the timeframe stipulated in the published assessment schedule on the NCFE website. Retakes are not capped.

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## Retakes of assessment by examination (AbE)

AbE is available in one assessment series each year.

Learners must sit the AbE in the assessment series for which certification is claimed. The result from that series is used to calculate their overall qualification grade.

If a learner does not achieve their required grade, they may retake the AbE in a future series, following the normal registration process.

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## Scheme of assessment

The following table summarises this qualification's scheme of assessment, including raw marks and uniform mark scale (UMS) points.

| Assessment | Assessment time | Mandatory/Optional | Terminal (Yes/No) | Delivery mode | Assessment weightings | Raw marks | UMS | Assessment conditions | Marking |
|---|---|---|---|---|---|---|---|---|---|
| AbE | 2 hours | Mandatory | Yes | Paper-based | 40% | 90 | 160 | Invigilated | Externally marked |
| NEA 1 | 10 hours | Mandatory | No | Paper-based | 20% | 60 | 80 | Supervised | Centre marked, externally moderated |
| NEA 2 | 24 hours | Mandatory | No | Paper-based | 40% | 120 | 160 | Supervised | Centre marked, externally moderated |
| Assessment total | 36 hours | | | | 100% | 270 | 400 | | |

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## Assessment objectives (AOs)

The assessments for this qualification are mapped against the assessment objectives (AOs) below. These AOs provide a consistent framework for assessing learners' knowledge, understanding and skills. The AOs and their weighting ranges must be met through both timetabled and non-exam assessments.

The weighting of AOs across the qualification will fall within the ranges in the table below, with the total weighting equalling 100%.

The AOs that will be assessed against the content in this qualification are:

| AOs | | Weighting (%) |
|---|---|---|
| **AO1** | Demonstrate knowledge and understanding of concepts, principles, requirements and approaches relevant to the subject area. | 25% to 30% |
| **AO2** | Apply knowledge and understanding of concepts, principles, requirements and approaches and to plan, carry out tasks, produce outputs, and use information appropriately. | 40% to 45% |
| **AO3** | Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations. | 25% to 30% |
| **Overall weighting of assessment objectives (AOs)** | | 100% |

## Grading information

Assessment of this qualification is graded on a seven-point scale: A*, A, B, C, D, E and P (pass), where A* is the highest grade. Learners who do not achieve grade P will receive a U (unclassified) result.

Uniform mark scale (UMS) points for each assessment and grade boundary are set at fixed percentages. When all assessments are completed, the applicable UMS points are combined to determine the overall qualification grade. The AbE result from the assessment series for which certification is claimed must be used.

This qualification uses a 400 UMS framework to ensure consistent, transparent and detailed performance measurement across all assessments.

High performance in one assessment can compensate for lower performance in another. For instance, a high score in the AbE can offset lower scores in the NEAs.

Where a learner retakes an NEA, the higher of the two UMS results will be used.

To accompany results release, NCFE will publish information to support centre understanding of results.

## Requirements for referencing

Carefully selected quotations must be included to support learners' own responses within each of the NEAs. Quotations must be made identifiable through the use of quotation marks, bold or italic text and made traceable through referencing at the point of use.

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## Group and collaborative working

Group and collaborative activities may be used to support the delivery of the qualification content and provide opportunities for learners to develop and apply knowledge, skills and behaviours in a collaborative environment.

For live assessments, centres must follow the instructions provided in the centre guidance and assessment materials, specific to the version of the assessment being delivered. These instructions will define any permitted collaboration, supervision requirements and the nature of evidence that learners are expected to produce.

## Plagiarism and use of artificial intelligence (AI)

Work submitted for assessment must be the learner's own work. Using AI to produce work that is then submitted as the learner's own work is malpractice and will have clear consequences under NCFE's malpractice/plagiarism policy.

Centres must have clear AI and malpractice policies in place and communicate these to learners before assessment begins. These policies must outline acceptable and unacceptable uses of AI, define what constitutes malpractice, and explain the consequences of misuse.

Centres must implement appropriate supervision, monitoring and controls over access to digital devices, AI tools and internet connectivity to ensure assessment integrity, maintain the authenticity of learner evidence and help prevent malpractice.

Centres should be alert to indicators of AI use and are required to use suitable plagiarism detection tools as part of their internal quality assurance processes to identify potential misuse of AI and ensure the authenticity of learner evidence.

Detection tools may provide indicators of potential malpractice, but their results should not be relied upon in isolation. Any decision regarding malpractice should be based on a review of all relevant evidence, taking account of the potential for false positive and false negative outcomes.

Any suspected malpractice must be investigated in accordance with the centre's malpractice policy. Centres must report suspected or actual malpractice to NCFE in accordance with NCFE's malpractice and maladministration policy and associated procedures.

Further information can be found on the NCFE website and in JCQ published guidance.

## Guidance on delivering sensitive content

When learners engage with sensitive topics, for example safeguarding, centres should:

- recognise the sensitivity of subject content:
  - acknowledge that some topics may evoke strong emotional responses and require careful handling
- equip staff with appropriate training and support:
  - ensure educators are prepared to deliver sensitive content with empathy, awareness, and access to clear support protocols
- foster a safe and supportive learning environment:
  - create spaces where learners feel comfortable discussing sensitive issues, and ensure clear signposting to pastoral care, counselling, or mental health services

- monitor and respond to learners' wellbeing:
  - actively observe learners during and after sessions that cover sensitive content and be ready to offer support or refer learners to appropriate support services where needed.

## Access arrangements, reasonable adjustments and paper modifications

These policies are aimed at anyone who uses our products and services and who submits requests for access arrangements, reasonable adjustments or paper modifications. Learners who require access arrangements, reasonable adjustments or paper modifications should discuss their requirements with their tutor.

For more information, please visit the Access arrangements, reasonable adjustments and paper modifications page on the NCFE website.

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# Section 2: themes and assessment guidance

This section provides details of the structure and content of this qualification, including guided learning hours (GLH), mandatory teaching content and teaching guidance.

Information in the teaching content and mandatory additional information sections must be covered by the tutor during the delivery of the themes. Anything within the teaching guidance is advisory and optional and is intended to provide useful advice and guidance to support delivery of the teaching content.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each theme. The numbering system used refers to a theme, subject topic, and teaching content: (for example, 1.1.1 refers to the theme (first number 1), the subject topic within that theme (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

While studying the qualification, learners should identify and develop a range of individual study skills they can use in order to study effectively.

The glossary in Section 3 must be used in conjunction with the teaching content throughout this Qualification Specification. It provides definitions and clarification of key terms used within the qualification and is intended to support a consistent understanding and interpretation of the content. Centres must refer to the key terms when planning, delivering and assessing the qualification.

## Delivery guidance

Centres must deliver the teaching content in Themes 1, 2, 3 and 4 before learners undertake NEA 1, which takes place in year one. Centres must deliver the teaching content in Themes 5, 6, 7, 8, 9, 10, 11 and 12 before learners undertake NEA 2 which takes places in year two.

For learners taking the qualification in a single academic year, centres must deliver the content assessed by each NEA before the relevant assessment window.

For further information or guidance about this qualification, please contact our Customer Support team.

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# Theme 1 Legislation and guidance for health, safety and safeguarding

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to understand why legislation and guidance are important for health and safety, safeguarding and wellbeing of individuals. Learners will understand how the overarching principles of different pieces of legislation are applied to policies and procedures. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **30 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 1.1 The purpose of legislation and guidance to keep individuals safe

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 1.1.1 The purpose of legislation in the education sector | • Health and Safety at Work Act (1974)<br>• Health and Safety at Work Regulations (1999)<br>• Children Act (2004)<br>• Safeguarding Vulnerable Groups Act (2006)<br>• Children and Families Act (2014)<br>• Data Protection Act (2018)<br>• UK General Data Protection Regulation (GDPR) (2018)<br>• Counter-Terrorism and Security Act (2015)<br>• Equality Act (2010). |
| 1.1.2 The purpose of both statutory and non-statutory guidance in the education sector | • Keeping Children Safe in Education<br>• Early Years Foundation Stage Framework (EYFS)<br>• Special Educational Needs and Disabilities (SEND) code of practice<br>• Ofsted framework<br>• Health and safety: responsibilities and duties for schools (2022)<br>• Working Together to Safeguard Children<br>• Prevent duty guidance: for England and Wales (2023). |

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## 1.2 How legislation and guidance links to policies and procedures in education

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 1.2.1 How legislation and statutory and non-statutory guidance inform policies and procedures in education | • health and safety<br>• safeguarding and child protection<br>• online safety<br>• data protection. |
| 1.2.2 The importance of adhering to legislation, guidance, policies and procedures to ensure the health, safety and wellbeing of all in education | N/A |

| Teaching guidance |
|---|
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **1.1 The purpose of legislation and guidance to keep individuals safe** |
| **1.1.1** No additional teaching guidance is provided for this teaching content. |
| **1.1.2** The purpose of both statutory and non-statutory guidance in the education sector<br><br>Section 3 within the EYFS for the safeguarding and welfare requirements. |
| **1.2 How legislation and guidance links to policies and procedures in education** |
| **1.2.1 and 1.2.2** No additional teaching guidance is provided for this teaching content. |

| Transferable skills |
|---|
| No transferable skills have been identified within this theme. |

| Workplace behaviours |
|---|
| No work-related behaviours have been identified within this theme. |

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# Theme 2 Plan for and carry out risk assessments for safe delivery of learning

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to understand the components in developing risk assessments, which includes knowledge of guidance and a range of environments. Learners will be able to plan two risk assessments: one for an indoor environment and another for an outdoor environment. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **40 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 2.1 Impact of health and safety legislation in context

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 2.1.1 How and why legal requirements and guidance on health and safety are applied, including adherence to the Health and Safety at Work Regulations (1999) | N/A |
| 2.1.2 The balance between working safely/complying with all required regulations, and delivering motivating learning activities | N/A |

## 2.2 Components and steps of risk assessments

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 2.2.1 The components of risk assessment documentation | • hazards<br>• who the hazards could affect<br>• likelihood of risk<br>• existing controls<br>• further controls required<br>• responsibilities<br>• a risk assessment matrix. |

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| Teaching content | Mandatory additional information |
|---|---|
| 2.2.2 The steps in the risk assessment process | • identifying hazards<br>• risk identification<br>• risk management:<br>  ○ who is at risk<br>  ○ likelihood of harm<br>  ○ severity of harm<br>• implementing controls<br>• documenting<br>• reviewing. |
| 2.2.3 Planning requirements to carry out a risk assessment | • producing risk assessment documentation<br>• identifying when risk assessment should take place<br>• identifying time required to complete risk assessment<br>• identifying any required resources. |
| 2.2.4 Controls used to minimise risks | • removing the hazard<br>• reducing the exposure<br>• use of personal protective equipment (PPE)<br>• training in relation to use of equipment and other materials<br>• equipment maintenance. |

### 2.3 Be able to plan a risk assessment within an indoor learning environment

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 2.3.1 Main hazards in an indoor learning environment | • movement around a room<br>• materials and equipment being used<br>• furniture and fixtures<br>• electrical services. |
| **The learner must be able to** | |
| 2.3.2 Plan how to carry out risk assessments in two contrasting learning environments | • identify steps in the process<br>• estimate time and resources needed<br>• sequence activities.<br><br>Focus upon an indoor learning environment for this subject topic. |
| 2.3.3 Develop risk assessment documentation which includes a risk assessment matrix | N/A |
| 2.3.4 Observe and reflect on the safety of learning activities in two contrasting learning environments | Focus upon an indoor learning environment for this subject topic. |

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| Teaching content | Mandatory additional information |
|---|---|
| 2.3.5 Apply the process of risk assessment and complete risk assessment documentation including matrix | N/A |
| 2.3.6 Apply communication skills to convey the results of risk assessments in two different learning environments | Focus upon an indoor learning environment for this subject topic. |
| 2.3.7 Apply numeracy skills to complete risk assessment matrix | N/A |
| 2.3.8 Apply digital skills to convey the results of risk assessment by producing, organising, storing and retrieving any digital content | N/A |

### 2.4 Be able to plan a risk assessment within an outdoor learning environment

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 2.4.1 Main hazards in an outdoor learning environment | • environmental<br>• equipment<br>• materials<br>• lack of supervision. |
| **The learner must be able to** | |
| 2.4.2 Plan how to carry out risk assessments in two contrasting learning environments | • identify steps in the process<br>• estimate time and resources needed<br>• sequence activities.<br><br>Focus upon an outdoor learning environment for this subject topic. |
| 2.4.3 Develop risk assessment documentation which includes a risk assessment matrix | N/A |
| 2.4.4 Observe and reflect on the safety of learning activities in two contrasting learning environments | Focus upon an outdoor learning environment for this subject topic. |
| 2.4.5 Apply the process of risk assessment and complete risk assessment documentation including matrix | N/A |
| 2.4.6 Apply communication skills to convey the results of risk assessments in two different learning environments | Focus upon an outdoor learning environment for this subject topic. |
| 2.4.7 Apply numeracy skills to complete risk assessment matrix | N/A |

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| Teaching content | Mandatory additional information |
|---|---|
| 2.4.8 Apply digital skills to convey the results of risk assessment by producing, organising, storing and retrieving any digital content | N/A |

| Teaching guidance |
|---|
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **2.1 Impact of health and safety legislation in context** |
| **2.1.1 and 2.2.2** No additional teaching guidance is provided for this teaching content. |
| **2.2 Components and steps of risk assessments** |
| **2.2.1, 2.2.2, 2.2.3 and 2.2.4** No additional teaching guidance is provided for this teaching content. |
| **2.3 Be able to plan a risk assessment within an indoor learning environment** |
| **2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7 and 2.3.8** No additional teaching guidance is provided for this teaching content. |
| **2.4 Be able to plan a risk assessment within an outdoor learning environment** |
| **2.4.1** Main hazards in an outdoor learning environment: environmental, equipment, materials, lack of supervision<br><br>Environmental hazards such as uneven surfaces, wildlife, allergens, poisonous plants, weather, litter, traffic and strangers. |
| **2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7 and 2.4.8** No additional teaching guidance is provided for this teaching content. |

| Transferable skills |
|---|
| The following transferable skills have been integrated into the content for work-related purposes:<br><br>• **decision-making and using evidence** from observations to assess risk<br>• **observing a situation** to identify risks and hazards<br>• **recording** decisions made as part of the risk assessment process. |

| Workplace behaviours |
|---|
| Teaching and learning opportunities to develop the following workplace behaviours may be developed through learner engagement with this theme:<br><br>• **attention to detail** when observing situations for hazards and risks. |

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# Theme 3 Key principles and strategies for inclusion

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to understand the key principles and strategies for inclusion and their effectiveness for participation and progress. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **20 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 3.1 Key principles of inclusive practice

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 3.1.1 The key principles related to inclusive practice and how they support accessibility, participation and progress of all students | N/A |

## 3.2 Impact of different strategies for inclusion

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 3.2.1 The effectiveness of different strategies | • offering choice and autonomy<br>• presenting information in different ways<br>• clarifying vocabulary<br>• providing scaffolding<br>• varying teaching methods<br>• varying ways in which students provide responses<br>• making use of different media<br>• making use of tools and assistive technology<br>• identifying and removing physical and pedagogical barriers<br>• providing appropriate resources and support to reduce or remove barriers to learning to support access, participation and progress of all students. |

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| Teaching guidance |
| --- |
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **3.1 Key principles of inclusive practice** |
| **3.1.1** The key principles related to inclusive practice and how they support accessibility, participation and progress of all students<br><br>Learners could consider research on inclusion by the Education Endowment Foundation (EEF). |
| **3.2 Impact of different strategies for inclusion** |
| **3.2.1** No additional teaching guidance is provided for this teaching content. |

| Transferable skills |
| --- |
| No transferable skills have been identified within this theme. |

| Workplace behaviours |
| --- |
| No workplace behaviours have been identified within this theme. |

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# Theme 4 How to recommend adaptations to learning sessions to promote inclusion

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to understand the contribution of inclusion legislation and frameworks. Learners will be able to analyse and evaluate learning sessions. Learners will also be able to recommend strategies to overcome learning barriers. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **40 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 4.1 Principles of underpinning knowledge of inclusion legislation and frameworks

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 4.1.1 The contribution of guidance and frameworks in promoting inclusion | • Early Years Foundation Stage (EYFS)<br>• Special Educational Needs and Disabilities (SEND) code of practice<br>• Equality Act (2010)<br>• Education Endowment Foundation (EEF)<br>• Universal Design for Learning (UDL). |

## 4.2 Analysis and evaluation of learning sessions to promote inclusion

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 4.2.1 The principles of inclusive design in learning sessions to support the widest possible range of students | Including those with different:<br><br>• abilities<br>• languages<br>• ages<br>• cultures. |
| 4.2.2 The importance of consistently applying inclusive design in all learning sessions to ensure all students are able to access, participate in and benefit from the session | N/A |

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| Teaching content | Mandatory additional information |
|---|---|
| **The learner must be able to** | |
| 4.2.3 Analyse information about learning sessions and individual students to identify important facts | N/A |
| 4.2.4 Evaluate evidence about learning sessions and individual students to consider adaptations to promote inclusion | N/A |

### 4.3 Considerations around barriers and strategies linked to inclusion

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 4.3.1 Potential barriers to inclusion in learning sessions | • resource availability<br>• lack of training<br>• physical and environmental factors<br>• language differences<br>• attitudes of managers, teachers and peers. |
| 4.3.2 Strategies used to ensure sessions are inclusive | • offering choice and autonomy<br>• presenting information in different ways<br>• clarifying vocabulary<br>• providing scaffolding<br>• varying teaching methods<br>• varying ways in which students provide responses<br>• making use of different media<br>• making use of tools and assistive technology<br>• identifying and removing physical and pedagogical barriers<br>• providing necessary resources and support. |
| **The learner must be able to** | |
| 4.3.3 Apply communication skills to make recommendations | N/A |
| 4.3.4 Apply digital skills to make recommendations by producing, organising, storing and retrieving any digital content | N/A |

| Teaching guidance |
|---|
| No teaching guidance for this theme. |

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## Transferable skills

The following transferable skills have been integrated into the content for work-related purposes:

- **communicating** information to different audiences including parents, families, carers and other professionals to improve student outcomes
- **analysing** information to support inclusive lesson planning
- **evaluating by considering evidence** about learning sessions and individual students to propose adaptations to promote inclusion.

## Workplace behaviours

Teaching and learning opportunities to develop the following workplace behaviours may be developed through learner engagement with this theme:

- **attention to detail** when analysing information in relation to lesson planning and when evaluating information data and records used to assess student's current progress
- **responsible** when reviewing student information to plan inclusive lessons and assess progress
- **reflective** in the planning of inclusive learning sessions.

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# Theme 5 Understanding teaching and learning

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to gain an understanding of evidence-based industry frameworks and progression within the education sector. The learner will understand that development includes different aspects, factors that can affect learning, and human cognitive architecture. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **30 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 5.1 Roles of industry frameworks and professional progression opportunities within education

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 5.1.1 The purpose of the Initial Teacher Training and Early Career Framework used for initial teacher training and early career induction, and that this is underpinned by tested evidence for what works | N/A |
| 5.1.2 The nature and role of the Education Endowment Foundation (EEF) in supporting schools, colleges, and early years settings to use evidence to make teaching most effective | N/A |
| 5.1.3 The role of National Professional Qualifications (NPQs) in shaping professional development for teachers and early years practitioners | N/A |

## 5.2 Stages of human development and factors that can impact learning

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 5.2.1 The key stages of human development from birth to adulthood | • physical, cognitive, social and emotional development<br>• how these impact on the design of learning. |

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| Teaching content | Mandatory additional information |
|---|---|
| 5.2.2 How social, emotional and environmental factors can impact on learning | N/A |

**5.3 Characteristics of the science behind learning and how it can be applied in practice**

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 5.3.1 Central ideas in cognitive science and implications for teaching and early years practice | • human cognitive architecture:<br>  ○ the working memory and long-term memory<br>  ○ cognitive load theory<br>  ○ retrieval practice<br>  ○ dual coding. |

| Teaching guidance |
|---|
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **5.1 Roles of industry frameworks and professional progression opportunities within education** |
| **5.1.1 and 5.1.2** No additional teaching guidance is provided for this teaching content. |
| **5.1.3** The role of National Professional Qualifications (NPQs) in shaping professional development for teachers and early years practitioners<br><br>The learner could consider the following NPQs:<br><br>• specialist NPQs such as leading behaviour and leading culture<br>• leadership NPQs such as special educational needs co-ordinator (SENCO) and senior leadership. |
| **5.2 Stages of human development and factors that can impact learning** |
| **5.2.1** No additional teaching guidance is provided for this teaching content. |
| **5.2.2** How social, emotional and environmental factors can impact on learning<br><br>Factors such as bullying, relationships, stress, trauma, health and culture. |
| **5.3 Characteristics of the science behind learning and how it can be applied in practice** |
| **5.3.1** Central ideas in cognitive science and implications for teaching and early years practice<br><br>Learners could consider the key learning stages in education including the areas of learning and development in the early years foundation stage (EYFS) through to key stage 4 in the National Curriculum. |

| Transferable skills |
|---|
| No transferable skills have been identified within this theme. |

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| Workplace behaviours |
| --- |
| No workplace behaviours have been identified within this theme. |

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# Theme 6 Plan well-structured learning sessions

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to develop an understanding of approaches to planning learning sessions. Learners will consider the learning environment and resource factors as well as assessment opportunities within learning sessions. The learners will use digital and communication skills to produce well-structured learning session plans. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **40 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 6.1 Approaches to planning learning sessions

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 6.1.1 The ways in which cognitive, physical, social and emotional development in children and young people influence learning in educational settings | N/A |
| 6.1.2 The strengths and limitations of different pedagogical approaches when planning learning sessions to promote learning | N/A |
| 6.1.3 The components of a well-structured learning session | • recap<br>• setting aims<br>• introducing new concepts<br>• modelling learning<br>• scaffolding learning<br>• application of learning<br>• plenary. |
| 6.1.4 Types of strategies for learning used in learning sessions | • teacher-led<br>• student-led<br>• open questioning<br>• role play<br>• group discussions<br>• demonstrations<br>• case studies<br>• small group activities<br>• individual activities |

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| Teaching content | Mandatory additional information |
|---|---|
| | • simulations. |
| **The learner will be able to** | |
| 6.1.5 Identify and investigate appropriate sources needed to plan learning sessions | N/A |
| 6.1.6 Analyse information to support lesson planning | N/A |

### 6.2 Properties of environment and resource components on planning learning sessions

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 6.2.1 Factors to consider when planning a learning session | • time available<br>• space and resource availability<br>• inclusion of adaptive teaching strategies. |
| 6.2.2 Types of learning environments in which learning sessions can take place and the requirement for these environments to be inclusive and enabling | • physical environments<br>• virtual environments<br>• hybrid environments. |
| 6.2.3 Types of learning resources to consider when planning a learning session | • equipment<br>• materials<br>• educational technologies and digital learning tools<br>• staffing. |
| 6.2.4 Information needed to plan learning sessions and the relevance of this information | • student profile<br>• group/class profile<br>• learning objectives<br>• resource requirements<br>• resource constraints. |
| 6.2.5 How different environments and resources can be used to promote learning and maximise student progress | N/A |
| **The learner must be able to** | |
| 6.2.6 Decide on an appropriate environment for learning sessions | N/A |
| 6.2.7 Decide on appropriate resources for learning sessions | N/A |
| 6.2.8 Apply numeracy skills to calculate resource requirements for learning sessions | N/A |

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### 6.3 Consideration of assessment components for measuring student progress in planning learning sessions

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 6.3.1 The difference between formative and summative assessment and the use of these to measure progress | N/A |
| 6.3.2 The purpose of different assessment methods used to demonstrate measurable progress in a learning session | • observation<br>• student-led reflection<br>• starter assessment compared to plenary assessment<br>• review of produced outputs. |

### 6.4 Be able to plan structured learning sessions for student progression

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 6.4.1 How and why setting specific learning objectives supports the measurement of students' progress against developmental and learning expectations | N/A |
| 6.4.2 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<br>• student-centred aims<br>• use of action verbs<br>• limiting the number of aims. |
| 6.4.3 How different types of learning activities influence students' learning and their progress over time | N/A |
| **The learner must be able to** | |
| 6.4.4 Plan well-structured learning sessions | The learning sessions should:<br><br>• use appropriate pedagogical approaches<br>• include appropriate learning activities<br>• demonstrate modelling and scaffolding of learning<br>• include assessment methods to demonstrate measurable progress. |
| 6.4.5 Apply digital skills to create a plan for learning sessions | N/A |
| 6.4.6 Apply written communication skills to produce plans for learning sessions | N/A |

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| Teaching guidance |
|---|
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **6.1 Approaches to planning learning sessions** |
| **6.1.1** No additional teaching guidance is provided for this teaching content. |
| **6.1.2 The strengths and limitations of different pedagogical approaches when planning learning sessions to promote learning**<br><br>Pedagogical approaches such as:<br><br>• behaviourism: questioning, direct instruction, mastery learning<br>• cognitive constructivism: age-appropriate challenge, project-based learning<br>• social constructivism: enquiry-based learning, modelling, sustained shared thinking, reflection<br>• connectivism: immersive learning, informal knowledge exchanges<br>• humanism: student-initiated learning, holistic opportunities, safe and nurturing environments. |
| **6.1.3, 6.1.4, 6.1.5 and 6.1.6** No additional teaching guidance is provided for this teaching content. |
| **6.2 Properties of environment and resource components on planning learning sessions** |
| **6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7 and 6.2.8** No additional teaching guidance is provided for this teaching content. |
| **6.3 Consideration of assessment components for measuring student progress in planning learning sessions** |
| **6.3.1** No additional teaching guidance is provided for this teaching content. |
| **6.3.2** The purpose of different assessment methods used to demonstrate measurable progress in a learning session: observation, student-led reflection, starter assessment compared to plenary assessment, review of produced outputs<br><br>Produced outputs such as reports, answers or artefacts. |
| **6.4 Be able to plan structured learning sessions for student progression** |
| **6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.5 and 6.4.6** No additional teaching guidance is provided for this teaching content. |

| Transferable skills |
|---|
| The following transferable skills have been integrated into the content for work-related purposes:<br><br>• **communicating** plans and recommendations to others<br>• **decision-making, clarifying logical choices** on learning environments and learning resources when planning learning sessions<br>• **planning** skills to develop well-structured and inclusive learning sessions that promote learning for all<br>• **analysing** information to support inclusive lesson planning. |

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| Workplace behaviours |
| --- |
| Teaching and learning opportunities to develop the following workplace behaviours may be developed through learner engagement with this theme:<br><br>• **attention to detail** when analysing information in relation to lesson planning and when evaluating information data and records used to assess student's current progress<br>• **reflective** in the planning of inclusive learning sessions. |

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# Theme 7 Building and maintaining positive relationships with students in education

| Theme summary |
|---|
| The aim of this theme is to understand strategies for maintaining positive relationships while working with students and the impacts of these. |

| Assessment | | | |
|---|---|---|---|
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **20 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 7.1 Strategies for maintaining positive relationships with students

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 7.1.1 The key strategies for establishing and maintaining positive relationships in education | • greeting students<br>• actively listening to students<br>• showing interest in students' lives and goals<br>• focusing on praise for positive behaviour and effort as well as academic achievement<br>• fostering collaboration with peers<br>• using restorative practices<br>• providing a consistent and supportive environment and atmosphere. |

## 7.2 Impacts of positive relationships on students

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 7.2.1 The impact of positive relationships to promote students' social, emotional and mental health and sustain their engagement and progress in learning | N/A |

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| Teaching guidance |
| --- |
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **7.1 Strategies for maintaining positive relationships with students** |
| **7.1.1** The key strategies for establishing and maintaining positive relationships in education<br><br>Learners could consider the appropriate strategies to use across a range of students of different ages and stages. |
| **7.2 Impacts of positive relationships on students** |
| **7.2.1** No additional teaching guidance is provided for this teaching content. |

| Transferable skills |
| --- |
| No transferable skills have been identified within this theme. |

| Workplace behaviours |
| --- |
| No workplace behaviours have been identified within this theme. |

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# Theme 8 Professional communication and collaboration for purposeful student outcomes

| Theme summary |
|---|
| The aim of this theme is to understand how to collaborate with a range of individuals that support learning and development in education. Learners will know a range of communication techniques and strategies for effective outcomes as well as barriers to communication. Learners will gain an understanding of the legal requirements to communicate confidentially and the exceptions to this. |

| Assessment | | | |
|---|---|---|---|
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **40 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 8.1 Importance of collaboration with stakeholders, wider industry professionals and agencies

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 8.1.1 The different individuals and professionals that educators interact with | • parents, carers and wider family<br>• agencies and services that support parents, carers and students<br>• colleagues within the same setting<br>• industry professionals outside of the education setting. |
| 8.1.2 How and why establishing and maintaining collaborative ways of working with parents, families or carers, colleagues and other organisations supports improved learning outcomes | N/A |
| 8.1.3 The role of different agencies and professionals | • area SENCOs<br>• local authority advisors<br>• health visitors<br>• social workers<br>• speech and language therapists<br>• children's centre workers<br>• educational psychologists. |

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| Teaching content | Mandatory additional information |
|---|---|
| **The learner must be able to** | |
| 8.1.4 Apply digital skills to propose how to communicate purposefully by producing, organising, storing and retrieving digital content | N/A |

### 8.2 Principles of effective communication techniques and how to apply them

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 8.2.1 The principles of effective communication | • being clear<br>• being concise<br>• being courteous<br>• providing comprehensive information. |
| 8.2.2 Communication techniques used to communicate purposefully | • verbal methods<br>• visual methods<br>• written methods<br>• use of technology. |
| 8.2.3 The ways to adapt style and tone of communication to suit the audience | • using non-technical language<br>• avoiding use of jargon<br>• volume of speech<br>• adopting a formal or informal tone. |
| 8.2.4 The different non-verbal communication techniques | • body language<br>• facial expression<br>• eye contact<br>• posture<br>• personal space<br>• professional appearance. |
| **The learner must be able to** | |
| 8.2.5 Apply decision-making skills to propose how to communicate purposefully | N/A |

### 8.3 Considerations of communication contexts, barriers and strategies

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 8.3.1 Why it is important to identify the context of communication | • who the communication is with<br>• where the communication takes place<br>• how the communication takes place<br>• any relevant prior communication or background. |

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| Teaching content | Mandatory additional information |
|---|---|
| 8.3.2 Potential barriers to effective communication and how to overcome these barriers | • language differences<br>• use of technical language<br>• cultural differences<br>• physical conditions<br>• providing too much information. |
| 8.3.3 How to use and adapt communication techniques to suit audience needs including through the use of digital technology | N/A |
| 8.3.4 The ways to demonstrate active listening to communicate purposefully | • paying attention<br>• allowing others to speak<br>• responding rather than just delivering information. |
| **The learner must be able to** | |
| 8.3.5 Demonstrate critical thinking skills through consideration of the context of the communication | N/A |
| 8.3.6 Apply communication skills to propose how to communicate purposefully | • parents, families and carers<br>• other professionals |

### 8.4 Adherence to legislation and the exceptions when communicating confidentially

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 8.4.1 How to adhere to the legal requirements relating to confidentiality of information | • Data Protection Act (2018). |
| 8.4.2 The role of the legal requirements in relation to safeguarding and the exceptions to confidentiality to protect students and colleagues | N/A |

| Teaching guidance |
|---|
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **8.1 Importance of collaboration with stakeholders, wider industry professionals and agencies** |
| **8.1.1 and 8.1.2** No additional teaching guidance is provided for this teaching content. |
| **8.1.3** The role of different agencies and professionals: area SENCOs, local authority advisors, health visitors, social workers, speech and language therapists, children's centre workers, educational psychologists<br><br>Agencies such as Barnardo's, carers' support, children's services and family support work. |

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| Teaching guidance |
|---|
| **8.1.4** No additional teaching guidance is provided for this teaching content. |
| **8.2 Principles of effective communication techniques and how to apply them** |
| **8.2.1, 8.2.2, 8.2.3, 8.2.4 and 8.2.5** No additional teaching guidance is provided for this teaching content. |
| **8.3 Considerations of communication contexts, barriers and strategies** |
| **8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5 and 8.3.6** No additional teaching guidance is provided for this teaching content. |
| **8.4 Adherence to legislation and the exceptions when communicating confidentially** |
| **8.4.1 and 8.4.2** No additional teaching guidance is provided for this teaching content. |

## Transferable skills

The following transferable skills have been integrated into the content for work-related purposes:

- **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.

## Workplace behaviours

Teaching and learning opportunities to develop the following workplace behaviours may be developed through learner engagement with this theme:

- **respectful** when communicating with others.

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# Theme 9 Using technology to enhance learning

| Theme summary |
|---|
| The aim of this theme is to understand how technology can be used to enhance learning and the positive impacts on students. |

| Assessment | | | |
|---|---|---|---|
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **20 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 9.1 How technology can be used to enhance learning

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 9.1.1 Ways in which technology can be used to enhance learning in all key stages of the education sector | • using online resources<br>• providing opportunities for students to research and evaluate information and ideas<br>• making learning accessible for students with special educational needs and disabilities (SEND) and English as an additional language (EAL)<br>• providing opportunities to communicate and collaborate. |
| 9.1.2 How educators can use a variety of media to describe and explain areas of learning in all the key stages of the education sector | N/A |

## 9.2 The impact of technology when used to enhance learning

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 9.2.1 How the use of technology can positively impact students' engagement, development and progress | N/A |

| Teaching guidance |
|---|
| No teaching guidance for this theme. |

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| Transferable skills |
| --- |
| No transferable skills have been identified within this theme. |

| Workplace behaviours |
| --- |
| No workplace behaviours have been identified within this theme. |

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# Theme 10 Assessment methods and feedback to promote student progress

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is to understand a range of assessment methods and why they are important. Learners will know the strengths and limitations of different types of assessment. Learners will also understand the importance of high-quality feedback to promote student progress. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **20 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 10.1 Properties of a range of assessment methods and their importance

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 10.1.1 The importance of using appropriate assessment to provide information about students' understanding and needs | N/A |
| 10.1.2 The different types of assessment used to measure learning along with their strengths and limitations | • formative assessment<br>• summative assessment<br>• diagnostic assessment<br>• comparative assessment. |

## 10.2 Importance of assessment and feedback within the teaching cycle

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 10.2.1 The stages of the 'assess-teach-feedback' cycle and how they are used to support effective learning | N/A |
| 10.2.2 The key principles for providing high-quality feedback to support student progress | N/A |

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| Teaching guidance |
| --- |
| This teaching guidance supports delivery of the mandatory teaching content. While it provides examples, these are not exhaustive. |
| **10.1 Properties of a range of assessment methods and their importance** |
| **10.1.1** The importance of using appropriate assessment to provide information about students' understanding and needs<br><br>Learners could refer to the relevant curriculum for the students' different ages and stages. |
| **10.1.2** No additional teaching guidance is provided for this teaching content. |
| **10.2 Importance of assessment and feedback within the teaching cycle** |
| **10.2.1 and 10.2.2** No additional teaching guidance is provided for this teaching content. |

| Transferable skills |
| --- |
| No transferable skills have been identified within this theme. |

| Workplace behaviours |
| --- |
| No workplace behaviours have been identified within this theme. |

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# Theme 11 Evaluate assessment information as part of the assess-teach-feedback cycle

| Theme summary | | | |
|---|---|---|---|
| The aim of this theme is for learners to understand the role of assessment in the assess-teach-feedback cycle. Learners will recognise a range of assessment methods as well as the types of data and information that assessment can generate. Learners will also know how to set individual learning goals and how to communicate these as part of effective feedback. | | | |
| **Assessment** | | | |
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **40 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 11.1 The role of assessment in the assess-teach-feedback cycle

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 11.1.1 The main types of assessment and the difference between them | • formative assessment<br>• summative assessment<br>• diagnostic assessment<br>• comparative assessment. |
| 11.1.2 The role of different types of assessment information, records and data | • to provide quantitative or qualitative results<br>• to provide stand-alone results or results over a period of time<br>• to provide comparative results with others<br>• to provide comparative results against students' previous work<br>• to provide baseline information. |
| 11.1.3 The types of assessment information, records and data that can be used as part of the assess-teach-feedback cycle | • observation notes<br>• written results<br>• marks/scores<br>• audio/video recordings<br>• digital records and reports. |
| 11.1.4 The role of different assessment methods in different educational settings | • observation<br>• verbal questioning<br>• written questioning<br>• projects<br>• examination of written work |

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| Teaching content | Mandatory additional information |
|---|---|
| | • peer assessment<br>• self-assessment<br>• skills/practical assessment<br>• professional discussion. |
| 11.1.5 Why selecting the appropriate assessment methods supports effective assessment of students as part of the assess-teach-feedback cycle | N/A |

### 11.2 Impact of providing appropriate and effective feedback

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 11.2.1 Principles of providing effective feedback to students | • timely<br>• specific<br>• focussed<br>• actionable information<br>• highlights both strengths and areas for improvement. |
| 11.2.2 Why providing feedback in a timely and appropriate manner is important | N/A |
| 11.2.3 Why providing constructive feedback to support students' progress is important | N/A |
| **The learner must be able to** | |
| 11.2.4 Apply communication skills to feed back specific learning goals to students | N/A |

### 11.3 Be able to evaluate student progress and set appropriate learning goals

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 11.3.1 Different types of learning goals | • academic goals<br>• behavioural goals<br>• personal goals<br>• practical goals. |

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| Teaching content | Mandatory additional information |
|---|---|
| 11.3.2 Appropriate techniques for setting individual learning goals | • using SMARTER (specific, measurable, achievable, relevant, time-bound, evaluated and reviewed) criteria<br>• involving students in goal setting<br>• setting a manageable number of goals<br>• ensuring goals are appropriate to the students' age and stage<br>• avoiding overwhelming the student. |
| 11.3.3 How the assessment, teaching and feedback cycle is used to analyse student's progress and set individual goals to promote progress | N/A |
| **The learner must be able to** | |
| 11.3.4 Evaluate given assessment information, records and data to draw evidence-based conclusions on students' current progress | N/A |
| 11.3.5 Apply decision-making skills to set specific learning goals to maximise learning progress | N/A |
| 11.3.6 Apply digital skills to set individual learning goals by producing, organising, storing and retrieving digital content | N/A |
| 11.3.7 Justify the specific learning goals that have been set | N/A |
| 11.3.8 Apply numeracy skills when evaluating quantitative assessment information records and data to support the feedback of specific learning goals | N/A |

| Teaching guidance |
|---|
| No teaching guidance for this theme. |

| Transferable skills |
|---|
| The following transferable skills have been integrated into the content for work-related purposes:<br><br>• **communicating** feedback to students on specific learning goals<br>• **decision-making** skills to set specific learning goals and justify these goals using evidence<br>• **evaluating** information, records and data used to assess students' current progress: consider and appraise this evidence, drawing evidence-based conclusions. |

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| Workplace behaviours |
| --- |
| Teaching and learning opportunities to develop the following workplace behaviours may be developed through learner engagement with this theme:<br><br>• **attention to detail** when analysing information in relation to lesson planning and when evaluating information data and records used to assess student's current progress<br>• **responsible** when reviewing student information to plan inclusive lessons and assess progress<br>• **self-confident** when feeding back learning goals to students<br>• **professional** when feeding back learning goals to students<br>• **respectful** when communicating with others. |

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# Theme 12 Principles of reflective practice

| Theme summary |
|---|
| The aim of this theme is to understand the purpose of reflective practice and develop an understanding of models for reflection, and how these can be applied in practice. |

| Assessment | | | |
|---|---|---|---|
| Assessment by examination (AbE) and non-exam assessment (NEA) | | | |
| **Mandatory**<br><br>The teaching content and mandatory additional information must be covered by the tutor during the delivery of this qualification. | **Assessment reference**<br><br>Refer to the scheme of assessment in Section 1. | **Level 3** | **20 GLH**<br><br>Refer to the scheme of assessment in Section 1 for AbE and/or NEA assessment durations. |

## 12.1 Principles and theories of reflective practice

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 12.1.1 The purpose of reflective practice in education | N/A |
| 12.1.2 The key stages in models of reflective practice | • Kolb's experiential learning cycle<br>• Gibbs' reflective cycle. |
| 12.1.3 The contribution of Schön to the concept of reflective practice | N/A |

## 12.2 How the principles of reflective practice can be applied

| Teaching content | Mandatory additional information |
|---|---|
| **The learner must know and understand** | |
| 12.2.1 How models of reflective practice can be applied and structured to education practice | N/A |

| Teaching guidance |
|---|
| No teaching guidance for this theme. |

| Transferable skills |
|---|
| No transferable skills have been identified within this theme. |

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| Workplace behaviours |
| --- |
| No workplace behaviours have been identified within this theme. |

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# Section 3: key terms and definitions

## Glossary of terms

This glossary provides the Department for Education (DfE) definitions of subject terms relevant to this qualification.

| | |
|---|---|
| **Key learning stages** | The stages of education in England's education system. |
| **Learning activity** | A specific task that students complete. For example, preparing for and taking part in a debate, a creative painting activity or a role play. |
| **Learning goals** | Specific, measurable objective(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. A learning session includes a number of different learning activities. |

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# Section 4: support

## Support materials

Support materials to assist with the delivery of this qualification are available on the qualification page on the NCFE website.

## Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Appendix A: themes

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each theme.

☆ Themes covering knowledge and understanding only are indicated by a star. All other themes cover skills or a mix of knowledge, understanding and skills.

## Mandatory themes

| | Theme number | Theme title | Level | GLH |
|---|---|---|---|---|
| ☆ | 1 | Legislation and guidance for health, safety and safeguarding | 3 | 30 |
| | 2 | Plan for and carry out risk assessments for safe delivery of learning | 3 | 40 |
| ☆ | 3 | Key principles and strategies for inclusion | 3 | 20 |
| | 4 | How to recommend adaptations to learning sessions to promote inclusion | 3 | 40 |
| ☆ | 5 | Understanding teaching and learning | 3 | 30 |
| | 6 | Plan well-structured learning sessions | 3 | 40 |
| ☆ | 7 | Building and maintaining positive relationships with students in education | 3 | 20 |
| | 8 | Professional communication and collaboration for purposeful student outcomes | 3 | 40 |
| ☆ | 9 | Using technology to enhance learning | 3 | 20 |

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| Theme number | Theme title | Level | GLH |
|---|---|---|---|
| 10 | Assessment methods and feedback to promote student progress | 3 | 20 |
| 11 | Evaluate assessment information as part of the assess-teach-feedback cycle | 3 | 40 |
| 12 | Principles of reflective practice | 3 | 20 |

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## Change history record

| Version | Publication date | Description of change |
|---|---|---|
| | | |

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