Pearson Level 2 Foundation Certificate in Education

Specification

First teaching September 2027

Pre-accreditation Draft V1

Pre-Accreditation Draft

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Level 2 Foundation Certificate in Education. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form.

About Pearson

At Pearson, our purpose is simple: to help people realise the life they imagine through learning. We believe that every learning opportunity is a chance for a personal breakthrough. That's why our c.18,000 Pearson employees are committed to creating vibrant and enriching learning experiences designed for real-life impact. We are the world's lifelong learning company, serving customers in nearly 200 countries with digital learning and assessments experiences, verified skills, and credentials. For us, learning isn't just what we do. It's who we are.

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All information in this specification is correct at time of publication

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Introduction

About Foundation Certificates

Foundation Certificates are Level 2 vocational qualifications for post-16 students who want to explore a sector through applied learning. They give students broad vocational knowledge and skills relevant to a sector and help them to progress to Level 3 study, such as V Levels, T Levels or other vocational or academic qualifications.

Foundation Certificates are designed to be taken over one year and range from 240 to 300 guided learning hours (GLH), depending on the sector. Students can combine a Foundation Certificate with English and maths qualifications, enrichment, employability and pastoral support as part of a study programme.

Based on the Department for Education (DfE) subject content, Foundation Certificates combine sector knowledge, practical learning and transferable skills. Through applied work-related learning, students develop an understanding of how the sector works, as well as the wider skills and attributes needed for Level 3 study.

Unlike Occupational Certificates, Foundation Certificates provide a broad introduction to a sector rather than preparing students for a specific occupational role. They help students explore opportunities, understand progression routes and make informed decisions about their future.

Why choose Foundation Certificates from Pearson?

Drawing on decades of vocational expertise and our strong partnerships with educators and employers, Pearson has developed Foundation Certificates that help students build secure foundations for Level 3 study, while giving educators the tools and support they need to deliver with confidence.

Authentic vocational learning. Our qualifications are built around practical learning and real-world application. Students can connect what they learn in the classroom with how the sector operates in practice, helping them to stay engaged, build their understanding and apply their learning in different contexts.

Assessments you can trust. Our assessments are vocationally relevant, straightforward to deliver and designed so that the full range of students can demonstrate what they know and can do. This gives you confidence in student outcomes.

Pathways and progression routes. Our broad range of Level 3 vocational and academic qualifications, including V Levels, helps you to plan coherent pathways from Level 2 that reflect students' aspirations and support their next steps.

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Confident delivery. You can deliver our Foundation Certificates with confidence through our comprehensive teaching and learning support resources, professional development offer and dedicated support from our Subject Advisors.

This specification should be used in conjunction with the *Pearson Foundation Certificates Supplementary Specification*, available on our website.

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1 Pearson Level 2 Foundation Certificate in Education – Purpose

Who is the qualification for?

The Pearson Level 2 Foundation Certificate in Education has been developed for post-16 students who want to explore the education sector through engaging, applied learning to progress to Level 3 study. Students will build essential sector knowledge and put skills into practice through relevant work-related contexts.

The qualification develops students' understanding of how learning is planned, supported and assessed in education settings, and how this helps all learners to participate and progress safely. Students will learn about different learning stages and goals, inclusive practice, professional communication, health and safety, and the use of assessment information, and apply this understanding to structured vocational tasks. The qualification provides a broad, applied introduction to the sector, giving students the knowledge, skills and experience to make an informed choice about their next step at Level 3.

This qualification can be combined with English and maths qualifications, enrichment, employability and pastoral support.

How will students apply their learning?

Students will apply their knowledge, understanding and skills to:

- plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities
- demonstrate purposeful communication with others to share information relating to learner progress
- propose ways to support inclusion when delivering learning activities to ensure all learners can participate and progress
- complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning
- interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise learner progress.

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What knowledge and understanding will students develop?

Students will develop knowledge and understanding of:

- **Learning stages and learning goals:** the key stages of education, from early years to post-16, and how specific learning goals give learning a clear purpose.
- **Learning activities and resources:** the different types of learning activities, how to match them to learners and learning stages, and how to plan the necessary resources.
- **Inclusion and equality of opportunity:** why inclusion matters, the barriers learners may face, and the approaches, guidance and legal frameworks that help all learners to take part and progress.
- **Professional communication and information sharing:** how educators communicate clearly with learners, families, colleagues and other professionals, and how safeguarding, confidentiality and consent affect what information can be shared.
- **Health, safety and risk:** what hazards and risks are, how risk assessment and control measures keep learning environments safe, and the legal duty of employers to protect people from harm.
- **Assessment and learner progress:** the main types of assessment and assessment information, how to interpret them, and how evidence is used to recommend next steps that support progress.

Sector-specific skills

Students will develop and have opportunity to practise the following sector-specific skills:

- planning for learning
- inclusive practice
- professional communication
- risk assessment
- assessment for learning.

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Transferable skills

Students are expected to develop the following transferable skills:

- planning
- data interpretation
- communicating
- investigating
- decision-making
- self-managing
- recording
- observing.

The Department for Education's *Framework for transferable skills and work-related behaviours* sets out the common language used for transferable skills and work-related behaviours.

Literacy, numeracy and digital skills

Students will continue to develop literacy, numeracy and digital skills through practical application in the subject, including:

- Literacy: writing professional documents such as learning plans, proposals, reports and risk assessments, and using subject vocabulary accurately
- Numeracy: calculating resource and time requirements, and interpreting assessment data, results and trends
- Digital skills: using digital tools to research, plan, communicate and report, and producing, organising, storing and retrieving digital content.

What can the qualification lead to?

This qualification can lead to progression to the following:

- V Levels in Education
- T Levels in Education and Early Years.

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2 Qualification overview and key information

Qualification at a glance

Qualification title	Pearson Level 2 Foundation Certificate in Education
Qualification Number (QN)	XXX/XXX/X
Regulation start date	XX/XX/XXXX
Operational start date	01/08/2027
First certification date	Summer 2028
Approved age ranges	16–18
Total qualification time (TQT)	320 hours.
Guided learning hours (GLH)	240.
Duration	Intended to be taken over a one-year programme of study
Entry requirements	Students do not need any prior knowledge, skills or qualifications to take this qualification.
Qualification requirements	Students must complete 3 mandatory units.
Assessment model	• Units 1 and 2 are assessed by Non-Exam Assessments (NEAs). These are marked by centres but set and moderated by Pearson. • Unit 3 is assessed by examined assessment, which is set and marked by Pearson. Further information on assessment requirements is provided in each unit.
Examined assessment availability	Assessments are available in January and May/June each academic year First assessment: January 2028
NEA submission	There are two submission windows each academic year, in January and May. Students must be registered for the qualification and entered for the unit before you can submit NEA outcomes for moderation.

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Qualification title	Pearson Level 2 Foundation Certificate in Education
Resubmission of NEAs	Students have one resubmission opportunity for each NEA. Under certain circumstances, a centre can authorise a resubmission of improved evidence for a NEA before marks and evidence are submitted to Pearson for moderation. Information on the conditions for authorising NEA resubmissions is in the *Pearson Foundation Certificates Supplementary Specification document.*
Retakes	• NEAs - following moderation, students can retake an NEA in the next available assessment window. Unless specified, students must respond to the NEA assignment released for the series they are taking the retake. • Examined assessment - students may retake the assessment before certification, where necessary.
Grade aggregation	Grade aggregation is compensatory. This means that there are no must-pass units. Students accumulate marks across individual tasks and units, so stronger performance in one area or unit can balance less secure performance elsewhere when the overall qualification result is calculated.
Grading	The qualification and units are graded as Distinction (D), Merit (M), and Pass (P).

Total Qualification Time

For all regulated qualifications, Pearson specifies a Total Qualification Time (TQT). This is the total number of hours that it is estimated students will need to complete and show achievement for the qualification. Within the TQT, Pearson specifies the number of Guided Learning Hours (GLH). These are the hours that we estimate a centre delivering the qualification will provide.

Guided learning means activities such as lessons, tutorials, online instruction, supervised study, and feedback on performance where teachers or assessors are directly involved in teaching, supervising or invigilating students. It also includes the time students spend taking examined assessments under supervised conditions.

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In addition to guided learning, students will spend time on other activities directed by teachers or assessors. These may include private study, assessment preparation and unsupervised assessment activities, such as preparatory reading, revision and independent research.

The Pearson Level 2 Foundation Certificate in Education has:

- Total Qualification Time: 320 hours
- Guided Learning Hours: 240 hours.

Centres should take these hours into account when planning their programme. However, they should also use their professional judgement to determine the amount of guided learning and study time across the units.

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Qualification structure

This table shows all units and the weighting they contribute to the qualification. Students must complete three mandatory units

Unit number	Unit title	GLH	Weighting	How assessed	Mandatory or optional
1	Planning for Inclusive Learning	72 GLH	30%	Centre marked, Pearson moderated NEA	Mandatory
2	Communication and Safe Learning Environments	72 GLH	30%	Centre marked, Pearson moderated NEA	Mandatory
3	Assessment, Progress and Responsible Practice in Education	96 GLH	40%	Examination, Pearson marked	Mandatory

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Assessment

Assessment is designed to meet the purposes of the Foundation Certificate qualification. It includes a combination of assessment types and different forms or styles that reflect the qualification content. The two types of assessment are: examined assessment and Non-Exam Assessment (NEA). Students will also respond to synoptic assessments within each type.

Assessment objectives

Assessment objectives are the hierarchy of the specific skills and abilities students are expected to demonstrate in all assessments. The assessment objectives, and their weightings, for this qualification are shown below.

	Assessment objectives (what students must do)	% in qualification
AO1	Demonstrate knowledge and understanding of concepts, principles, requirements and contextual factors relevant to the subject area	30.0%
AO2	Apply knowledge and understanding to plan, carry out tasks, produce outputs, and use information appropriately	44.5%
AO3	Interpret, analyse and review information, situations and evidence to make judgements, draw conclusions and make recommendations	25.5%

Breakdown of assessment objectives (AOs)

Unit	AO1	AO2	AO3	Total % for assessment objectives
Unit 1: Planning for Inclusive Learning	4.5%	16.5%	9.0%	30%
Unit 2: Communication and Safe Learning Environments	4.5%	16.5%	9.0%	30%
Unit 3: Assessment, Progress and Responsible Practice in Education	21.0%	11.5%	7.5%	40%

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Non-Exam Assessment (NEA)

Units 1 and 2 are assessed through Non-Exam Assessment (NEA) set by Pearson, marked by centres and moderated by Pearson. NEAs give students the opportunity to apply their knowledge and understanding through realistic work-related tasks and activities. This helps students connect what they know with how it is applied in practice.

For each unit, new Non-Exam Assessments are released before each submission window through the secure area of our website. Each assessment will be clearly marked with the assessment series and academic year in which it was released. Centres must ensure that they are using the correct assessment for the series in which students have been entered.

Centres will mark the completed assessments using the descriptors in the marking grids provided in each unit.

Unit	NEA description	Window for assessment
Unit 1: Planning for Inclusive Learning	5 tasks, marked out of a total of 60 marks and completed over 12 hours.	Released in September for January submission and January for May submission First submission January 2028
Unit 2: Communication and Safe Learning Environments	3 tasks, made up of five parts, marked out of a total of 60 marks and completed over 10 hours.	Released in September for January submission and January for May submission First assessment January 2028

Further information about the design and delivery of NEAs, the marking approach, resubmissions and retakes is provided in the Pearson Foundation Certificates Supplementary Specification, available on our website.

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Examined assessment

Unit 3: Assessment, Progress and Responsible Practice in Education is assessed through examined assessment that is timetabled, set and marked by Pearson.

The examined assessment takes the form of a written examination taken under supervised conditions, which is then marked and a grade awarded by Pearson.

The written examination comprises 40% of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Unit	Description of examined assessment	Assessment availability
Unit 3: Assessment, Progress and Responsible Practice in Education	A written examination, which is set and marked by Pearson and completed under supervised conditions. The examination is worth 80 marks and lasts for 1 hour and 45 minutes.	January 2028 and May/June 2028

Further information about examined assessments is provided in the Pearson Foundation Certificates Supplementary Specification, available on our website.

Synoptic assessment

Synoptic assessment requires students to demonstrate that they can apply their overall knowledge, understanding and skills, from across the course of study.

Through NEA or examination, students will have the opportunity to:

(a) demonstrate the ability to draw together different areas of knowledge, understanding and/or skills from across the full course of study, and

(b) construct and develop an extended line of reasoning which is relevant, coherent and effectively structured.

Synoptic links between teaching content are identified within each unit .

Language of assessment

Assessments for all units will be available in English. All student work must be in English. A student taking the qualification may be assessed in British Sign Language where this is permitted for reasonable adjustment. Further information about reasonable adjustments is provided in the *Pearson Foundation Certificates Supplementary Specification,* available on our website.

Grading of the qualification

The qualification is graded using a scale of Distinction (D), Merit (M), Pass (P) and U (Unclassified). The overall grade is based on performance across all units. Further information about grading is provided in *Section 5: Final grading and awarding*.

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3 Units

Understanding your units

The units in this specification set out the knowledge, skills and assessment requirements for the qualification. We have sequenced the units in the order we believe best supports sustained learning, and we recommend that centres deliver them in this order. Where synoptic assessment requires that a unit must be delivered towards the end of the course, this will be stated in the unit guidance.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- Non-Exam Assessment (NEA)
- Examined assessment.

This section explains how the units work. It is important that all teachers, assessors, and other staff responsible for the programme review this section.

Non-Exam Assessment (NEA)

Section	Explanation
Assessment type	This confirms how the unit is assessed, (Non-Exam Assessment (NEA) or examined assessment).
Unit type	This confirms whether the unit is mandatory or optional.
Guided learning hours	This indicates the number of hours of teaching, directed activity and supervised assessment expected.
Unit introduction	This is designed with students in mind. It indicates why the unit is important and how learning is structured.
Teaching content	This details the knowledge and skills that must be taught. It also includes additional information, such as synoptic links, where needed. The content has been purposefully structured to support teaching, learning and assessment, and is presented in a sequence that reflects a logical teaching order while helping students build the knowledge and skills needed for successful assessment. Content outcome statements provide the overarching focus for each area of content, enabling teachers to understand the key themes and intended learning at a glance. The content detail then provides further detail on the breadth and depth of content to be taught, ensuring clarity and consistency in the interpretation and delivery of the specification.

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	All content is mandatory. The content sets out the full requirement for teaching and assessment, except where: a) The content statement is followed by 'e.g.' – in these instances, the content is indicative within the topic and is not an exhaustive list of what should or could be covered. This content is included to provide clarity around the interpretation of the topic area by providing indicative areas that might be covered. b) content statements include inexhaustive lists, denoted as 'including'. Content following 'including' statements show content that must be taught, but centres may wish to include further examples. Centres should ensure that delivery of content is kept up to date.
Transferable skills	This identifies the transferable skills students are expected to develop in the unit and how they will apply them in work-related contexts relevant to the sector.
Assessment summary	This gives a description of the NEA for the unit, including the nature of the tasks, duration and availability.
Marking the NEA	This gives an overview of the approach for marking the NEA.
Marking grid	The marking grid details the descriptors across the mark bands that the teachers/assessors will use to determine the marks to be awarded to students' assessment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and for students to take the assessment. For information on support resources see *Section 6: Resources and support*.

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Examined assessment units

Section	Explanation
Assessment type	This confirms how the unit is assessed, (Non-Exam Assessment (NEA) or examined assessment).
Unit type	This confirms whether the unit is mandatory or optional.
Guided learning hours	This indicates the number of hours of teaching, directed activity and supervised assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit introduction	This is designed with students in mind. It indicates why the unit is important and how learning is structured.
Teaching content	This gives the content that must be taught for the examined assessment. It also includes additional information, such as synoptic links, where needed. The content has been purposefully structured to support teaching, learning and assessment, and is presented in a sequence that reflects a logical teaching order while helping students build the knowledge and skills needed for successful assessment. Content outcome statements provide the overarching focus for each area of content, enabling teachers to understand the key themes and intended learning at a glance. The content detail then provides further detail on the breadth and depth of content to be taught, ensuring clarity and consistency in the interpretation and delivery of the specification. All content is mandatory. Content will be sampled through the examined assessment over time.
Transferable skills	This identifies the transferable skills students are expected to develop in the unit and how they will apply them in work-related contexts relevant to the sector.
Assessment summary	This sets out the form of examined assessment and the way in which it is used to assess achievement.

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Resource requirements	This section lists any specific resources that you need to be able to teach and for students to take the assessment. For information on support resources see *Section 6: Resources and support*.

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Unit 1: Planning for Inclusive Learning

Assessment type: Non-Exam Assessment (NEA)
Unit type: Mandatory
Guided learning hours: 72

Introduction

In this unit, you will develop knowledge across different stages of education and be given opportunities to apply your understanding and skills in a range of contexts, including EYFS, primary school, secondary school and post-16 provision.

You will explore how purposeful learning activities are planned to meet the needs of learners at different stages of education. You will consider learning goals, assessment opportunities and the factors that influence the suitability of activities, including how inclusive practice can support participation and progress.

You will apply your knowledge and understanding to plan and adapt learning activities for different learners and learning contexts, making informed decisions about the support they may need. Through this work, you will also develop communication and digital skills by presenting your ideas and producing and managing learning activity plans and inclusive proposals.

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Teaching content

Content area A: Learning stages and learning goals

Content outcome	Content detail
A1 Demonstrate knowledge and understanding of the key learning stages in the UK education system.	**A1.1 Early years foundation stage (EYFS): birth to five** **A1.1.1** Play-based learning. **A1.1.2** High levels of adult support. **A1.1.3** Development of early physical, cognitive, social and emotional skills. **A1.1.4** Development of independence, concentration and engagement. **A1.2 Primary school: Key Stage 1 and Key Stage 2 (5–11 years)** **A1.2.1** Increasingly structured learning across the curriculum. **A1.2.2** Development of physical, cognitive, social and emotional skills. **A1.2.3** Increasing independence in learning. **A1.2.4** Developing concentration and engagement. **A1.2.5** Increasing use of assessment to monitor learning and progress. **A1.3 Secondary school: Key Stage 3 and Key Stage 4 (11–16 years)** **A1.3.1** Subject-specific learning across the curriculum. **A1.3.2** Increasing independence and responsibility for learning. **A1.3.3** Longer periods of concentration and engagement. **A1.3.4** Increasing assessment expectations, including qualifications.

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	A1.4 Post-16 provision **A1.4.1** Academic, vocational and work-based learning routes. **A1.4.2** Greater specialisation in chosen subjects or vocational areas. **A1.4.3** Greater independence and responsibility for learning. **A1.4.4** Increased assessment expectations. **A1.4.5** Preparation for further study, training or employment.
A2 Develop knowledge and understanding of sources of information needed to design a learning activity.	**A2.1 Individual learner profiles** **A2.1.1.** Age or learning stage, starting points, prior attainment, existing knowledge or skills, identified needs, interests, communication needs, and relevant support arrangements. **A2.2 Group or class profiles** **A2.2.1** Group size, range of starting points, shared or differing needs, prior learning, patterns of attainment, group relationships and existing support. **A2.3 Learning-goal requirements** **A2.3.1** Intended knowledge, understanding or skills, expected outcome, level of challenge, timescale, and suitable assessment opportunities. **A2.4 Resource requirements and constraints** **A.2.4.1** Equipment, technology materials, staffing, space, time, availability, accessibility and relevant safety considerations.

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A3 Demonstrate knowledge and understanding of the importance of using specific learning goals in designing learning activities for all learners.	**A3.1 The importance of specific learning goals** **A3.1.1.** Purpose, focus, appropriate challenge, progression and a basis for selecting activities, resources and assessment opportunities. **A3.2 Birth to five years goals** **A3.2.1** Early learning goals from the EYFS framework and how they relate to areas of children's development, including communication and language, physical development, and early literacy and mathematics. **A3.3 Primary and secondary goals** **A3.3.1** Derived from the intended knowledge, understanding and skills within relevant National Curriculum subjects and programmes of study. **A3.4 Post-16 and adult-education goals** **A3.4.1** Goals set by the qualification or programme being studied, typically focused on vocational or employability knowledge and skills. **A3.5 Setting of learning goals** **A3.5.1** How learners' starting points and needs can be considered when setting achievable learning goals, while retaining the intended learning.

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A4 Demonstrate knowledge and understanding of how to set specific learning goals.	**A4.1 SMARTER criteria used to set and review learning goals** **A4.1.1** Specific. **A4.1.2** Measurable. **A4.1.3** Achievable. **A4.1.4** Relevant. **A4.1.5** Time-bound. **A4.1.6** Evaluated. **A4.1.7** Reviewed. **A4.2 Student-centred learning goals** **A4.2.1** How to construct student-centred learning goals that reflect learners needs, starting points and progression. **A4.3 Use of clear and appropriate action verbs** **A4.3.1** How to use action verbs such as identify, describe, explain, demonstrate, apply, compare or create. **A4.4 Reasons for limiting the number and scope of goals** **A4.4.1** Maintaining focus, avoiding overload, providing sufficient time for learning and enabling progress and achievement to be established.

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A5 Demonstrate knowledge and understanding of the different types of learning activities.	**A5.1 Key characteristics and examples of different types of learning activities, including levels of structure, independence and interaction** **A5.1.1 Acquisition:** receiving or obtaining knowledge through approaches such as explanation, reading, demonstration, modelling or viewing relevant content. **A5.1.2 Inquiry-based:** exploring questions or problems through research, investigation, observation, discussion or problem-solving. **A5.1.3 Collaborative:** learners working with others through paired or group discussion, shared tasks or joint problem-solving. **A5.1.4 Practical:** hands-on application or practice, including experiments, demonstrations, rehearsals, simulations or practical tasks. **A5.1.5 Production**: creating an output such as a report, presentation, artefact, performance or other product. **A5.1.6 Technology-based:** using digital tools, applications or resources to access information, practise skills, collaborate, create content or demonstrate learning.
A6 Demonstrate knowledge and understanding of the purpose and suitability of different types of learning activities for different learning stages.	**A6.1 Characteristics and purpose of learning activities used at different learning stages** **A6.1.1 Teacher-centred activities**: educator-led explanation, instruction, modelling or demonstration used to introduce, clarify or structure learning. **A6.1.2 Learner-initiated activities:** learning shaped by learner choice, interests, questions or independent action within agreed goals and boundaries. **A6.1.3 Collaborative activities:** learners working together towards a shared goal through discussion, cooperation and shared responsibility. **A6.1.4 Interactive activities:** active exchanges between learners, educators, resources or content that require participation and response. **A6.1.5 Technology-based activities:** digital tools, applications or resources used to access information, practise skills, collaborate, create content or demonstrate learning. **A6.2 Factors affecting the suitability of a learning activity** **A6.2.1** The learning stage, learner needs and starting points, intended learning, level of support, available resources and learning context.

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A7 Demonstrate knowledge and understanding of assessment methods used to confirm learning goals have been met.	**A7.1 Characteristics and purposes of assessment methods used to determine whether learning goals have been met** **A7.1.1 Observation:** information obtained by watching learner participation, responses, performance, processes or demonstrated skills during the activity. **A7.1.2 Questioning:** use of open, closed, probing and follow-up questions to establish recall, understanding, reasoning and application. **A7.1.3 Learner-led reflection:** learner consideration of achievement, progress, strengths, difficulties and next steps, without requiring use of a formal reflective model. **A7.1.4 Starter assessment compared with plenary assessment:** comparison of knowledge, understanding, confidence or performance at the beginning and end of an activity to identify learning or progress. **A7.1.5 Review of outputs:** consideration of reports, answers, products, practical outcomes or artefacts against the specific learning goal.

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Content area B: Planning and supporting inclusive learning

Content outcome	Content detail
B1 Demonstrate knowledge and understanding of resources needed for learning activities.	**B1.1 Types and purposes of resources required for learning activities** **B1.1.1 Equipment:** items required to complete, demonstrate or support learning activities, appropriate to the learning stage, learner needs and intended learning goal. **B1.1.2 Technology**: hardware, software, digital applications, internet access and assistive technology used to access learning, support participation, create outputs, develop skills or assess learning. **B1.1.3 Materials:** written, visual, practical, consumable and digital materials used to support learning activities and assessment. **B1.1.4 Staffing:** number of staff, relevant roles, responsibilities, expertise, supervision and support required for safe and effective delivery. **B1.1.5 Space:** size, layout, capacity, accessibility, movement, work areas and storage required for safe participation. **B1.1.6 Time:** preparation, introduction, completion, assessment, transitions, clearing away and contingency time. **B1.2 Application of numeracy skills to calculate resource requirements for learning activities** **B1.2.1** Quantities, distribution, time allocations and surplus or shortfall, showing accurate workings from supplied information.

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B2: Be able to identify and interrogate relevant sources of information to plan learning activities.	**B2.1 Sources of information relevant to planning learning activities** **B2.1.1** Individual learner profiles, group or class profiles, learning-goal requirements, curriculum or programme expectations, available-resource information, and information about the learning environment, time and staffing. **B2.2 Information obtained from learner and group profiles** **B2.2.1** Learning stage, starting points, prior attainment, strengths, needs, interests, communication requirements, existing support and potential barriers.
B3: Be able to plan learning activities which are suitable for the learning stage, use appropriate resources, align with the learning goal(s) and use assessment method(s) to evidence learning has taken place.	When planning learning activities, students will be expected to draw on content from Sections A1 to A7, which detail learning stages, sources of planning information, learning goals, types and suitability of learning activities, and assessment methods. **B3.1 Planning learning activities** **B3.1.1** Identify the learning context and learner characteristics that may affect the suitability and organisation of the activity. **B3.1.2** Use of appropriate resources by selecting and organising equipment, technology, materials, staffing, space and time required for effective participation and completion of the activity. **B3.1.3** Alignment with the learning goal. **B3.1.4** Use of assessment methods to provide evidence that learning has taken place. **B3.2 Review of learning activity plans** **B3.2.1** Completeness, coherence and alignment, including whether the activity is achievable within the available time and resources. **B3.2.2** Justify key planning decisions using relevant information about the learners, learning goal, resources and learning context.

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B4: Be able to apply written communication skills to plan learning activities.	**B4.1 Written communication skills** **B4.1.1** Purpose of clear and accurate written communication to plan learning activities. **B4.1. 2** Use of appropriate language, terminology and level of detail for the purpose and intended audience. **B4.2 Organisation and structure of planning information** **B4.2.1** Use of headings, bullet points, tables or prose, with a clear sequence and sufficient detail for another person to understand the plan. **B4.3 Review of written plans** **B4.3.1** Clarity, completeness and suitablility.
B5 Apply knowledge and understanding of why inclusion is important when designing learning activities.	When assessing why inclusion is important in the design of learning activities, students will be expected to draw on content from Sections A1, A2, A5 and A6, which detail learning stages, learner and group information, types of learning activities, and factors affecting their suitability. **B5.1 Meaning and importance of inclusion in learning activities** **B5.1.1** Inclusion means recognising and responding to learner diversity so that learners can access and participate in learning. **B5.1.2** Inclusive learning supports engagement, independence and progress towards learning goals.

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B6: Be able to investigate given information about learning activities and learners in relation to supporting inclusion in learning.	When investigating information about learner s and learning activities in relation to inclusion, students will be expected to draw on content from Sections A1, A2, A5 and A6, which detail learning stages, student and group information, types of learning activities , and factors affecting their suitability. **B6.1 How to identify, interrogate and interpret relevant information** **B6.1.1** Information about learners, learning activities and learning contexts. **B6.1.2** Information about barriers, support needs and implications for inclusive practice. **B6.1.3** Information that indicates additional support, adaptation or alternative approaches may be required to support inclusion.
B7 Apply knowledge and understanding of how inclusion is applied when delivering learning activities to meet the needs of diverse learners.	**B7.1 Application of inclusive approaches** **B7.1.1** How inclusive approaches can be applied during a learning activity to support access, participation and progress. **B7.2 Selection of appropriate inclusive approaches** **B7.2.1** Use of given information about learners' needs and starting points to identify appropriate inclusive approaches.

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B8: Apply knowledge and understanding of ways to support inclusion when delivering learning activities.	**B8.1 Presentation of content in different formats and the use of accessible language** **B8.1.1** Written, visual, audio, symbolic or signed formats where appropriate. **B8.2 Varying of activities and allowing learners to demonstrate understanding in different ways** **B8.2.1** The importance of retaining equivalent learning intentions and appropriate challenge for different learners. **B8.3 Scaffolding of learning** **B8.3.1** Chunking, modelling, prompts, worked examples, step-by-step instructions and gradual reduction of support as independence develops. **B8.4 Use of different media, digital tools and assistive technology** **B8.4.1** To support access and participation **B8.4.2** Examples include audio and video, screen readers and text-to-speech. **B8.5 Identification and removal of physical barriers** **B8.5.1** Layout, access and workspace. **B8.6 Selection of appropriate resources and support** **B8.6.1** Straightforward adaptations to inclusive approaches in response to identified learner or group needs.

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B9: Be able to propose ways to support inclusion for specific learning activities for specific learners or groups of learners.	When developing proposals to support inclusion, students will be expected to draw on content from Sections A1 to A7 and B5 to B8, which detail learning stages, learner and group infomration, learning goals, learning activities, assessment methods, the importance of inclusion, barriers and support needs, and inclusive approaches. **B9.1 Ways to address identified barriers** **B9.1.1** Adapt content, activity, communication, scaffolding, technology, resources, the environment or level of support. **B9.1.2** Adapt inclusive approaches to support individual learners and groups. **B9.2 Determining the suitability of proposed support with reasons for choices,** **B9.2.1** Consideration for learner needs, identified barriers, learning context and available resources.
B10: Be able to apply communication skills to propose ways to support inclusion for specific learning activities for specific learners or groups of learners.	**B10.1 Communication of inclusive proposals** **B10.1.1** How to communicate proposals for inclusive support clearly, including the identified barriers and proposed support.

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B11: Be able to apply digital skills to create plans for learning activities and propose ways to support inclusion by producing, organising, storing and retrieving digital content.	**B11.1 Digital tools and formats used to create learning activity plans** **B11.1.1** Word-processed documents, presentations and templates. **B11.2 Production of learning activity plans and proposals to support inclusion** **B11.2.1** Entering and organising information clearly, using headings, tables and bullet points where helpful, and saving the plan in an appropriate format. **B11.3 Saving and naming of digital plans and proposals** **B11.3.1** To be found and used again, including by others who may need to see it. **B11.4 Storage of plans and proposals in a shared location** **B11.4.1** Consideration for permissions and security. **B11.5 Retrieval and updating of plans and proposals** **B11.5.1** The importance of identifying the correct version.

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Transferable skills

Students are expected to develop the following transferable skills through the learning and assessment activities for this unit:

- **Planning** learning activities, resources and assessment opportunities to meet identified learning needs and goals.
- **Investigating** relevant information to support learning activity design.
- Evidence-based **decision-making** when selecting learning activities, resources and assessment methods, and making and justifying planning and inclusion decisions
- **Self-managing** tasks, time, review and refinement of learning plans.
- **Communicating** planning information clearly and appropriately.
- **Recording** learning plans, planning decisions and revisions accurately.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Assessment summary

The NEA for this unit consists of five tasks.

- In response to Task 1, students will review and interpret information about learning stages, intended learning, learner and class profiles, resources and delivery constraints to establish the basis for effective planning.
- In response to Task 2, based on the interpretation of learner and planning information, students will establish appropriate learning goals and select suitable assessment opportunities for two different learner groups.
- In response to Task 3, students will apply principles of learning, teaching and resource planning to develop coherent and practical learning activity and resource plans for two different learner groups.
- In response to Task 4, students will consider factors that may affect participation and progress and propose practical strategies to support inclusive learning for different groups of learners and individuals.
- In response to Task 5, students will review, refine and justify planning decisions, drawing reasoned conclusions about the suitability of the final learning and resource plans and inclusive proposals.

The assessment will take 12 supervised hours to complete.

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The NEA is set by Pearson and will be marked by centres and moderated by Pearson. New assessments for this unit will be released in September and January of each academic year through the secure area of our website. Students must use the assessment to provide the required evidence to achieve this unit.

A sample assessment is provided on the Pearson website.

Marking the NEA

You will make assessment decisions for the NEA using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in the *Pearson Foundation Certificates Supplementary Specification,* available on our website.

A glossary of terms used in the marking grid is provided in *Appendix 1*.

Further information on managing NEAs is provided in the *Pearson Foundation Certificates Supplementary Specification,* available on our website.

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Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Interpret learner and planning information				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** use and interpretation of learner and resource information. Evidenced through: •**basic** understanding of the learning stage and intended learning, with elementary explanation of how they may affect later planning •**basic** interpretation and prioritisation of learner, group, resource and delivery information with superficial links between factors •**basic** judgements about the most important factors affecting planning and the priorities for the learning activities, supported by partial reasoning.	**Adequate** use and interpretation of learner and resource information. Evidenced through: •**sound** understanding of the learning stage and intended learning, with clear explanation of how they may affect later planning •**appropriate** interpretation and prioritisation of learner, group, resource and delivery information with clear links between factors •**sound** judgements about the most important factors affecting planning and the priorities for the learning activities, supported by clear reasoning.	**Effective** use and interpretation of learner and resource information. Evidenced through: •**secure** understanding of the learning stage and intended learning, with logical explanation of how they may affect later planning •**considered** interpretation and prioritisation of learner, group, resource and delivery information with logical and secure links between factors • **considered** judgements about the most important factors affecting planning and the priorities for the learning activities, supported by secure reasoning.	**Thorough** use and interpretation of learner and resource information. Evidenced through: •**in-depth** understanding of the learning stage and intended learning, with thorough explanation of how they may affect later planning •**thorough** interpretation and prioritisation of learner, group, resource and delivery information with perceptive links between factors •**insightful** judgements about the most important factors affecting planning and the priorities for the learning activities, supported by in-depth reasoning.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Establish learning goals and assessment opportunities				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** planning of learning goals and assessment opportunities. Evidenced through: • **basic** knowledge and understanding of learning goals, SMARTER criteria, assessment opportunities and evidence • **partial** application of information to develop suitable learning goals, assessment opportunities and evidence that meet the intended learning and group needs • **simplistic** explanations of how the learning goals, assessment opportunities and evidence are suitable, with superficial or inconsistent links.	**Adequate** planning of learning goals and assessment opportunities. Evidenced through: • **sound** knowledge and understanding of learning goals, SMARTER criteria, assessment opportunities and evidence • **appropriate** application of information to develop suitable learning goals, assessment opportunities and evidence that meet the intended learning and group needs • **clear** explanations of how the learning goals, assessment opportunities and evidence are suitable, with sound links.	**Effective** planning of learning goals and assessment opportunities. Evidenced through: • **secure** knowledge and understanding of learning goals, SMARTER criteria, assessment opportunities and evidence • **effective** application of information to develop suitable learning goals, assessment opportunities and evidence that meet the intended learning and group needs • **reasoned** explanations of how the learning goals, assessment opportunities and evidence are suitable, with logical links.	**Thorough** planning of learning goals and assessment opportunities. Evidenced through: • **assured** knowledge and understanding of learning goals, SMARTER criteria, assessment opportunities and evidence • **assured** application of information to develop suitable learning goals, assessment opportunities and evidence that meet the intended learning and group needs • **insightful** explanations of how the learning goals, assessment opportunities and evidence are suitable, with perceptive links.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Develop learning activities and resource plans				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** planning of learning activities and resources. Evidenced through: • **basic** knowledge and understanding of learning activities and approaches, assessment and resource requirements • **partial** application of information to plan learning activities, assessment opportunities and resource plans, with inconsistent links to learning goals and learner needs • **basic** learning activity plans that fit the available resources, staffing, space and time, with some use of numeracy to calculate resources needed • **basic** use of written communication and digital skills to produce plans.	**Adequate** planning of learning activities and resources. Evidenced through: • **sound** knowledge and understanding of learning activities and approaches, assessment and resource requirements • **appropriate** application of information to plan learning activities, assessment opportunities and resource plans, with clear links to learning goals and learner needs • **suitable** learning plans that fit the available resources, staffing, space and time, with appropriate use of numeracy to calculate resources needed • **appropriate** use of written communication and digital skills to produce plans.	**Effective** planning of learning activities and resources. Evidenced through: • **secure** knowledge and understanding of learning activities and approaches, assessment and resource requirements • **effective** application of information to plan learning activities, assessment opportunities and resource plans, with logical links to learning goals and learner needs • **detailed** learning plans that fit the available resources, staffing, space and time, with secure use of numeracy to calculate resources needed • **effective** use of written communication and digital skills to produce plans.	**Thorough** planning of learning activities and resources. Evidenced through: • **in-depth** knowledge and understanding of learning activities and approaches, assessment and resource requirements • **assured** application of information to plan learning activities, assessment opportunities and resource plans, with perceptive links to learning goals and learner needs. • **thorough** learning plans that fit the available resources, staffing, space and time, with accurate use of numeracy to calculate resources needed • **assured** use of written communication and digital skills to produce plans.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Develop proposals to support inclusive delivery				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of concepts and approaches to develop and justify inclusive delivery proposals. Evidenced through: • **basic** identification and interpretation of barriers and support needs • **elementary** development of inclusive proposals with basic or superficial links to the planned learning activities. • **basic** judgements about the most important barriers and support needs, with simplistic recommendations linked to the intended learning • **basic** use of written communication and digital skills to produce inclusive proposals.	**Adequate** application of concepts and approaches to develop and justify inclusive delivery proposals. Evidenced through: • **appropriate** identification and interpretation of barriers and support needs • **suitable** development of inclusive proposals with clear and sound links to the planned learning activities. • **sound** judgements about the most important barriers and support needs, with suitable recommendations linked to the intended learning • **appropriate** use of written communication and digital skills to produce inclusive proposals.	**Effective** application of concepts and approaches to develop and justify inclusive delivery proposals. Evidenced through: • **considered** identification and interpretation of barriers and support needs • **effective** development of inclusive proposals with logical and secure links to the planned learning activities. • **reasoned** judgements about the most important barriers and support needs, with developed recommendations linked to the intended learning • **effective** use of written communication and digital skills to produce inclusive proposals.	**Thorough** application of concepts and approaches to develop and justify inclusive delivery proposals. Evidenced through: • **thorough** identification and interpretation of barriers and support needs • **assured** development of inclusive proposals with insightful links to the planned learning activities. • **insightful** judgements about the most important barriers and support needs, with in-depth recommendations linked to the intended learning • **assured** use of written communication and digital skills to produce inclusive proposals.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 5: Review and justify final planning decisions				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** review of learning activity plans and inclusive proposals, with limited use of evidence to draw conclusions and make recommendations. Evidenced through: • **basic** review of planning and inclusive decisions, with limited identification of strengths, limitations, risks or changes • **basic** justification of planning and inclusive decisions, with limited or inconsistent links to evidence and little consideration of alternatives • **simplistic** conclusions and recommendations about the suitability of the final learning activity plans and inclusive proposals that are partially supported by evidence.	**Adequate** review of learning activity plans and inclusive proposals, with appropriate use of evidence to draw conclusions and make recommendations. Evidenced through: • **clear** review of planning and inclusive decisions, identifying some strengths, limitations, risks or changes • **clear** justification of planning and inclusive decisions, with clear links to evidence and adequate consideration of alternatives • **suitable** conclusions and recommendations about the suitability of the final learning activity plans and inclusive proposals that are clearly supported by evidence.	**Effective** review of learning activity plans and inclusive proposals, with effective use of evidence to draw conclusions and make recommendations. Evidenced through: • **effective** review of planning and inclusive decisions, identifying relevant strengths, limitations, risks or changes • **convincing** justification of planning and inclusive decisions, with logical and secure links to evidence and considerations of alternatives • **effective** conclusions and recommendations about the suitability of the final learning activity plans and inclusive proposals that are supported by reasoned evidence.	**Thorough** review of learning activity plans and inclusive proposals, with comprehensive use of evidence to draw conclusions and make recommendations. Evidenced through: • **thorough** review of planning and inclusive decisions, with well-supported identification of strengths, limitations, risks and any necessary changes • **in-depth** justification of planning decisions, with perceptive links to evidence and thorough consideration of alternatives • **insightful** conclusions and recommendations about the suitability of the final learning activity plans and inclusive proposals that are supported by in-depth reasoning and evidence.

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Please refer to *Pearson Foundation Certificates Specification Supplementary Specification* for further guidance on NEAs, including how to apply the marking grids to student evidence.

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Resource requirements

For this unit, students must have access to:

- suitable digital devices and software for producing, organising, storing and retrieving planning documentation
- standard word-processing software and other appropriate digital tools
- examples of learning resources, accessibility tools and assistive technology relevant to a range of educational contexts
- realistic learner, group, learning-context and resource information that can be used to practise planning inclusive learning activities and decision-making
- Pearson-set assessment materials, source information, scenarios and templates required to complete the Non-Exam Assessment.

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Unit 2: Communication and Safe Learning Environments

Assessment type: Non-Exam Assessment (NEA)

Unit type: Mandatory

Guided learning hours: 72

Introduction

In this unit, you will be given opportunities to apply your knowledge, understanding and skills in a range of contexts, including EYFS, primary school, secondary school and post-16 provision.

You will explore how purposeful communication and safe learning environments can be used to support learners. You will learn how communication can be adapted for different audiences and purposes, what information is appropriate to share, and why confidentiality, safeguarding and data protection are important when sharing learner information.

You will also learn how to identify hazards and assess risks in straightforward indoor learning activities, select suitable control measures and complete risk-assessment documentation.

You will apply your knowledge and understanding through written, visual, oral and digital communication, and by completing risk assessments for straightforward learning activities.

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Teaching content

Content area A: Purposeful communication with others

Content outcome	Content detail
A1 Demonstrate knowledge and understanding of the different individuals that educators interact with.	**A1.1 The different people and organisations that educators may communicate with** **A1.1.1 Parents:** responsible for their child's care, safety, wellbeing, development, attendance and support for learning. **A1.1.2 Carers:** responsible for meeting the child's daily care needs and supporting their safety, wellbeing and educational participation. **A1.1.3 Wider family:** may provide additional support for care, learning, cultural identity, emotional wellbeing and positive relationships. **A1.1.4 External agencies and services that support parents and carers:** child protection agencies, family hubs, Team Around the Child (TAC)/Team Around the Family (TAF) . **A1.1.5 Colleagues within the same education setting**: Designated Safeguarding Lead (DSL), Special Educational Needs Coordinator (SENCO). **A1.1.6 Industry professionals outside the education setting:** speech and language therapists, physiotherapists/occupational therapists, educational psychologists.

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A2 Demonstrate knowledge and understanding of why it is important to identify the context of any communication.	**A2.1 Components of a communication context** **A2.1.1** Who the communication is with. **A2.1.2** Where the communication is taking place. **A2.1.3** How the communication takes place. **A2.1.4** Relevant prior communication or background. **A2.2 The influence of communication context** **A2.2.1** On method, language, level of detail, format and privacy. **A2.3 Consequences of communication not being appropriate to context** **A2.3.1** Misunderstandings, inappropriate sharing of information and ineffective communication.
A3 Be able to identify what information can or cannot be shared.	**A3.1 Identification of learner information that is relevant and appropriate to share** **A3.1.1** Consideration for the purpose of communication and the recipient. **A3.2 Information that should not be shared** **A3.2.1** Consideration for what is unnecessary for the purpose or inappropriate for the recipient. **A3.3 Confidentiality and consent when sharing learner information**

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A4 Demonstrate knowledge and understanding of communication techniques used to communicate purposefully.	**A4.1 Types of Communication techniques used to communicate purposefully** **A4.1. 1 Verbal methods:** face-to-face conversation, telephone call, team meetings. **A4.1. 2 Visual methods:** displays, visual timetables, diagrams, charts, posters, infographics and information leaflets. **A4.1. 3 Written methods:** letters, emails, newsletters, daily diaries, progress reports, written observations, written handovers . **A4.1. 4 Use of technology**: emails, education apps, online learning journals, text messages, secure messaging systems, shared online records, video meetings. **A4.2 Characteristics of verbal communication** **A4.2.1** Vocabulary, tone, pace, volume, questioning, clarification and opportunity for interaction. **A4.3 Characteristics of visual communication** **A4.3.1** Images, symbols, diagrams, graphics, demonstrations, visual emphasis to convey information and support understanding. **A4.4 Characteristics of written communication** **A4.4.1** Structure, terminology, accuracy, level of detail and accessibility. **A4.5 Use of technology** **A4.5.1** To communicate information clearly and appropriately for the audience and purpose.

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A5 Demonstrate knowledge and understanding of the ways to ensure communication is purposeful.	When assessing how communication should be adapted for different audiences and purposes, students will be expected to draw on content from Unit 1 Sections B4 and B11, which detail the use of clear and accurate written communication, appropriate language, terminology, and levels of detail, structured presentation, and the use of digital tools and formats to produce and organise information. **A5.1 Features of purposeful communication** **A5.1 .1 Being clear:** information is accurate, logically sequenced, easy to understand, and has a clear and defined purpose. **A5.1 .2 Being concise**: relevant information, without repetition, going off topic, or including information that is not needed. **A5.1 .3 Being courteous:** respectful and professional language, manner and response to others. **A5.1 .4** Using a**ctive listening techniques**: as detailed in A6. **A5.1 .5** Being aware of the audience**: understanding** the role, subject knowledge, information needs, communication needs and opportunity to respond. **A5.1 .6 Being aware of the effects of non-verbal communication:** as detailed in A7. **A5.2 How educators adapt their communication when working with different audiences** **A5.2.1** Through appropriate language, level of detail and communication method.
A6 Demonstrate knowledge and understanding of the ways to demonstrate active listening to communicate purposefully.	**A6.1 Features of active listening** **A6.1.1** Paying attention, allowing others to speak and responding to the information communicated. **A6.2 Ways to demonstrate active listening** **A6.2.1** Relevant questions, clarification, checking understanding and summarising key information.

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A7 Apply knowledge and understanding of the different non-verbal communication techniques.	**A7.1 Types of non-verbal communication techniques** **A7.1.1 Body language**: posture, gesture, movement and positioning, and how these can support or affect communication. **A7.1.2 Facial expression:** use of facial expressions to support, reinforce or affect verbal communication, including how expressions may communicate emotions, attitudes and responses. **A7.1.3 Eye contact:** the use of appropriate eye contact to demonstrate attention, interest and engagement, and consideration of individual, cultural and situational differences in the use of eye contact. **A7.1.4 Personal space:** the use of appropriate physical distance and positioning when communicating, including consideration of individual preferences, cultural differences, age and the context of the interaction. **A7.1.5 Professional appearance:** how appearance, dress and presentation can influence perceptions of professionalism, trust and confidence when communicating with others.
A8 Demonstrate knowledge and understanding of potential barriers to purposeful communication, the impact of these barriers and ways to overcome them.	When assessing communication barriers and ways to overcome them, students will be expected to draw on content from Unit 1 Sections B8 and B9, which detail detail accessible language and formats, different ways of presenting content, the use of media, digital tools and assistive technology, and adaptations made in response to identified barriers and support needs. **A8.1 Potential barriers to purposeful communication** **A8.1.1** Language differences. **A8.1.2** Use of jargon. **A8.1.3** Use of technical language. **A8.1.4** Cultural differences. **A8.1.5** Physical conditions: hearing impairment, visual impairment, speech or communication difficulties, neurodiversity, illness, fatigue or pain. **A8.1.6** Provision of too much information.

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	A8.2 Impact of communication barriers **A8.2.1** On understanding, inclusion, participation and engagement. **A8.3 Approaches to reducing communication barriers** **A8.3.1** Use of clear and accessible language. **A8.3.2** Explanation of necessary terminology, jargon or technical language . **A8.3.3** Appropriate pace, volume and tone of communication . **A8.3.4** Presenting information in manageable amounts and a logical sequence. **A8.3.5** Use of a suitable environment, including reducing noise and distractions. **A8.3.6** Use of visual, written or oral support. **A8.3.7** Use of interpretation, translation or communication support, where appropriate. **A8.3.8** Use of assistive technology and communication tools, where appropriate. **A8.3.9** Providing opportunities for questions and clarification.

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A9 Be able to identify the context of a given communication scenario.	**A9.1 Communication purpose** **A9.1.1** Who is the communication with. **A9.1.2** What information is required. **A9.1.3** Why is the information required. **A9.2 Communication methods appropriate to different contexts and purposes** **A9.2.1** Speaking face-to-face with a parent/carer to discuss a child's progress. **A9.2.2** Using a telephone call when information needs to be communicated promptly. **A9.2.3** Using email or a secure digital system to share appropriate information with colleagues or other professionals. **A9.2.4** Using a private meeting when discussing sensitive or confidential information. **A9.2.5** Using visual or written information to support a child's or family's understanding.
A10. Be able to identify appropriate communication techniques to share required information.	When selecting and giving reasons for communication techniques, students will be expected to draw on content from Unit 1 Sections B4, B9 and B11, which detail clear communication for an intended purpose and audience, adaptations made in response to identified barriers and support needs, and the use of appropriate digital tools and formats. **A10.1 Sharing of required information** **A10.1.1** How to identify and select appropriate communication techniques for the given audience, purpose and context. **A10.1.2** How to provide reasons for the selected communication techniques based on the given scenario.

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A11 Be able to communicate purposefully with different individuals through the use of visual, oral and written communication methods to share required information.	When communicating purposefully using oral, visual and written communication, students will be expected to draw on content from Unit 1 Sections B4, B8 and B9, which detail clear and accurate communication, appropriate language and structure, accessible formats, and adaptations made in response to identified barriers and support needs. **A11.1 Purposeful communication of required information** **A11.1.1** Use of oral, visual and written methods that are appropriate to the audience, purpose, and context. **A11.2 Combined use of communication techniques to improve understanding or provide a record** **A11.2.1** Verbal explanation supported by visual information **A11.2.2** Discussion followed by written confirmation **A11.2.3** Written information followed by an opportunity for questions or clarification. **A11.3 Review of the communication method** **A11.3.1** Identify strengths **A11.3.2** Identify areas for improvement **A11.3.3** Make recommendations.

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Content area B: Risk Assessments

Content outcome	Content detail
B1 Demonstrate knowledge and understanding of the definition of a hazard.	**B1.1 Definition of a hazard** **B1.1.1** Anything that has the potential to cause harm. **B1.2 Hazards that may arise from features of the learning activity or indoor learning environment** **B1.2.1** The main types of hazards are detailed in B4.
B2 Demonstrate knowledge and understanding of the definition of a risk.	When assessing the factors that influence the level of risk, students will be expected to draw on content from Unit 1 Sections A1 and A2, which detail learning stages, indidvidual learner and group information, identified needs, and resource requirements and constraints. **B2.1 Definition of a risk** **B2.2.1** The likelihood, great or small, that someone will be harmed by a hazard. **B2.2. Factors that may affect the level of risk** **B2.2.1** The people involved. **B2.2.2** The activity and indoor environment. **B2.2.3** Equipment or resources. **B2.2.4** Existing controls, and the likelihood of harm. **B2.3 Importance of understanding risks** **B2.3.1** When planning and managing indoor educational activities.

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B3 Apply knowledge and understanding of the purpose of risk assessment in education.	When assessing how risk assessment supports the safe planning and delivery of learning activities, students will be expected to draw on content from Unit 1 Sections B1 and B3, which detail resource requirements and the selection and organisation of equipment, technology, materials, staffing, space and time when planning learning activities. **B3.1 Purpose of risk assessments** **B3.1.1** Identify hazards to health and safety. **B3.1.2** Evaluate the risk of harm resulting from hazards. **B3.1.3** Take appropriate action to protect employees, learners, and visitors. **B3.2 Relationship between identifying hazards, assessing risk and implementing control measures** **B3.2.1** Low, medium or high risks. **B3.3 Responsibilities of educational organisations in protecting employees, learners and visitors from foreseeable harm** **B3.3.1** Providing appropriate information, instruction and training. **B3.3.2** Providing suitable equipment and resources. **B3.3.3** Maintaining safe indoor environments. **B3.3.4** Providing appropriate supervision. **B3.3.5** Displaying relevant safety information and notices. **B3.3.6** Ensuring appropriate emergency procedures and escape routes. **B3.3.7** Reviewing and updating risk assessments when required. **B3.4 Relationships between risk assessment, organisation of the environment, learning-activity planning and safe delivery** **B3.4.1** The suitability of the environment. **B3.4.2** Equipment and resources.

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	B3.4.3 The organisation of the activity. **B3.4.4** Supervision. **B3.4.5** Age and stage of development. **B3.4.6** Individual needs. **B3.5 Implications of ineffective risk assessments** **B3.5.1** Safety, including accidents, injury or serious harm. **B3.5.2** Participation, including being unable to access or take part in activities. **B3.5.3** Organisational responsibilities, including failure to meet legal, safeguarding or organisational requirements.

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B4 Apply knowledge and understanding of the main hazards to consider when setting up indoor learning activities.	When assessing hazards associated with indoor learning activities, students will be expected to draw on content from Unit 1 Sections A1, A5, A6 and B1, which detail learning stages, learner and group information, types and suitability of learning activtiies, and the equipment, materials, staff, space and time required for learning activities. **B4.1 Main hazards associated with indoor learning activities** **B4.1.1 Equipment:** suitability, condition and positioning. **B4.1.2 Materials:** safe use, handling and storage. **B4.1.3 Sharp objects:** access, handling and storage. **B4.1.4 Small objects:** potential choking hazards for children. **B4.1.5 Furniture and fixtures:** stability, damage and obstruction. **B4.1.6 Electrical services:** damaged equipment, leads, plugs, sockets and access. **B4.2 The effect of age, developmental stage, mobility, access needs and level of independence of learners on whether an item, material or feature presents a hazard** **B4.2.1** Small construction pieces may be appropriate for older children but present a choking hazard for younger children. **B4.2.2** A practical activity may require greater supervision for children who are less independent. **B4.2.3** Equipment may need to be positioned differently to allow access for a child with mobility needs. **B4.2.4** A larger group may require changes to the organisation of an activity, equipment or supervision.

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B5 Demonstrate knowledge and understanding of the controls used to minimise risks.	When assessing controls used to minimise risks, students will be expected to draw on content from Unit 1 Sections B1 and B9, which detail the selection and organisation of resources, the removal of physical barriers, and adaptations to technology, resources, the learning environment and levels of support. **B5.1 Controls used to minimise risks** **B5.1.1** Removing the hazard. **B5.1.2** Reducing exposure to the hazard. **B5.1.3** Use of personal Protective Equipment (PPE). **B5.1.4** Training in relation to use of equipment and other materials. **B5.1.5** Equipment maintenance.
B6 Demonstrate knowledge and understanding of the components of a risk assessment document.	**B6.1 Components of a risk assessment document and the information recorded** **B6.1.1 Hazards:** what could cause harm. **B6.1.2 Who might be harmed**: people who could be affected by the hazard. **B6.1.3 Existing control measures:** what is already in place to reduce the risk. **B6.1.4 Further control measures:** additional action needed to reduce the risk. **B6.1.5 Responsibility:** who is responsible for carrying out or checking the action **B6.1.6 Location and activity:** activity details and where it will take place. **B6.1.7 Date and review:** when the risk assessment was completed and when it should be reviewed, signatures identifying those responsible, and where required by the education setting. **B6.2 How to record risk-assessment information clearly and accurately** **B6.2.1** Identification of hazards, controls and required actions.

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B7 Be able to observe learning activities to apply the process of risk assessment, identifying hazards and assessing risk.	When observing learning activities to identify hazards and assess risks, students will be expected to draw on content from Unit 1 Sections A5, B1 and B3, which detail types of learning activties, resource requirements, and the organisation of equipment, technology, materials, staffing, space and time within a planned activity. **B7.1 Production of risk assessments from learning activities** **B7.1.1** How to observe a given or simulated indoor learning activity to identify relevant hazard, considerng for the environment, equipment, materials and people involved. **B7.1.2** How to use observations to assess straightforward risks and identify relevant existing or further controls.
B8. Be able to complete risk assessment documentation.	When completing risk-assessment documentation for a learning activity, students will be expected to draw on content from Unit 1 Section B3, which details resource requirements, the learning context, and the selection and organisation of equipment, technology, materials, staffing, space and time within a planned activity. **B8.1 Completion of a risk assessment document** **B8.1.**How to complete a risk-assessment document using the components detailed in B6, ensuring that information is specific to the learning activity and indoor environment.

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B9 Be able to apply communication skills to convey results of risk assessment.	When communicating risk-assessment findings and required actions, students will be expected to draw on content from Unit 1 Section B4, which details clear and accurate written communication, appropriate language and terminology, suitable levels of detail, and the organisation and structure of information for the intended purpose and audience. **B9.1 Sharing of key findings from a risk assessment** **B9.1.1** How to share key findings of a risk assessment (hazard, risks and controls) using a suitable communication method. **B9.2 Review of risk-assessment decisions** **B9.2.1** Identify strengths. **B9.2.2** Identify areas for improvement. **B9.2.3** Make recommendations.

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B10 Be able to apply digital skills to support purposeful communication and convey the results of a risk assessment by producing, organising, storing and retrieving digital content.	**B10.1 Digital tools and formats that can be used** **B10.1 .1 Word-processed documents:** creating reports, letters, information sheets and records. **B10.1 .2 Emails and secure messaging:** communicating with colleagues, parents/carers and professionals where appropriate. **B10.1 .3 Presentations:** presenting information to groups. **B10.1 .4 Shared digital documents and records:** enabling authorised staff to access and update information. **B10.1 .5 Video meetings**: communicating with colleagues, parents/carers or professionals when a face-to-face meeting is not appropriate or possible. **B10.2 Creating and presenting digital communication and risk assessments** **B10.2.1** Entering information accurately. **B10.2.2** Using headings and appropriate formatting. **B10.2.3** Organising information logically. **B10.2.4** Selecting an appropriate format, such as a document, presentation or digital record. **B10.2.5** Making information clear and accessible. **B10.2.6** Using meaningful file names. **B10.3 How to organise, store and retrieve digital communication and risk assessments** • **B10.3.1** Use of appropriate file names, folders and storage locations. • **B10.3.2** Importance of following given requirements for access and confidentiality.

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Transferable skills

Students are expected to develop the following transferable skills through the learning and assessment activities for this unit:

- **Observing** learning activities to identify hazards and assess risks.
- **Investigating** relevant information to inform risk assessment and communication decisions.
- Evidence-based **decision-making** when assessing risks, selecting appropriate control measures and determining the information and communication methods appropriate for different audiences and contexts.
- **Data interpretation** when considering the learner information to be communicated or the risk information to identify appropriate control measures and actions to support safe learning.
- **Recording** risk assessment findings, control measures, actions and responsibilities accurately using appropriate written and digital formats.
- **Communicating** information accurately, purposefully and professionally for different audiences and contexts, including risk assessment findings and required actions.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Assessment summary

The NEA for this unit consists of three tasks.

- In response to Task 1, students will plan and produce communications about a learner's progress or well-being for different recipients and purposes, by selecting appropriate information, communication methods, skills and adaptations while considering communication barriers, confidentiality, consent and safeguarding.
- In response to Task 2, students will apply risk management principles to two contrasting indoor learning activities by identifying hazards, assessing risks and determining appropriate control measures.
- In response to Task 3, students will communciate the findings from the completed risk-assessments, sharing conclusions and making recommendations.

The assessment will take 10 supervised hours to complete.

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The NEA is set by Pearson and will be marked by centres and moderated by Pearson. New assessments for this unit will be released in September and January of each academic year through the secure area of our website. Students must use the assessment to provide the required evidence to achieve this unit.

A sample assessment is provided on the Pearson website.

Marking the NEA

You will make assessment decisions for the NEA using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in the *Pearson Foundation Certificates*

Supplementary Specification, available on our website.

A glossary of terms used in the marking grid is provided in *Appendix 1*.

Further information on managing NEAs is provided in the *Pearson Foundation Certificates Supplementary Specification,* available on our website.

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Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Plan purposeful communications				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of knowledge and understanding when planning purposeful communications. Evidenced through: • **basic** knowledge and understanding of communication contexts, techniques, skills, adaptations and professional requirements • **superficial** interpretation of the information sharing requirements, communication barriers, recipient needs, confidentiality and professional considerations • **basic** planning of communication for different audiences and purposes, with partial links between the selected communication approaches and the identified requirements.	**Adequate** application of knowledge and understanding when planning purposeful communications. Evidenced through: • **competent** knowledge and understanding of communication contexts, techniques, skills, adaptations and professional requirements • **appropriate** interpretation of the information sharing requirements, communication barriers, recipient needs, confidentiality and professional considerations • **suitable** planning of communication for different audiences and purposes, with clear links between the selected communication approaches and the identified requirements.	**Effective** application of knowledge and understanding when planning purposeful communications. Evidenced through: • **secure** knowledge and understanding of communication contexts, techniques, skills, adaptations and professional requirements • **considered** interpretation of the information sharing requirements, communication barriers, recipient needs, confidentiality and professional considerations • **effective** planning of communication for different audiences and purposes, with secure links between the selected communication approaches and the identified requirements.	**Thorough** application of knowledge and understanding when planning purposeful communications. Evidenced through: • **in-depth** knowledge and understanding of communication contexts, techniques, skills, adaptations and professional requirements • **perceptive** interpretation of the information sharing requirements, communication barriers, recipient needs, confidentiality and professional considerations • **thorough** planning of communication for different audiences and purposes, with perceptive links between the selected communication approaches and the identified requirements.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Produce purposeful communications				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of knowledge and understanding when carrying out purposeful communications. Evidenced through: • **basic** selection and presentation of information, with partial links to the recipient, purpose and context. • **inconsistent** use of written, visual and oral communication techniques to share required information. • **basic** oral communication techniques, with limited active listening and non-verbal communication • **basic** use of digital skills to support purposeful communication.	**Adequate** application of knowledge and understanding when carrying out purposeful communications. Evidenced through: • **relevant** selection and presentation of information, with clear links to the recipient, purpose and context. • **appropriate** use of written, visual and oral communication techniques to share required information. • **competent** oral communication techniques, with appropriate active listening and non-verbal communication • **appropriate** use of digital skills to support purposeful communication.	**Effective** application of knowledge and understanding when carrying out purposeful communications. Evidenced through: • **considered** selection and presentation of information, with logical links to the recipient, purpose and context. • **effective** use of written, visual and oral communication techniques to share required information. • **confident** oral communication techniques, with consistent active listening and non-verbal communication • **effective** use of digital skills to support purposeful communication.	**Thorough** application of knowledge and understanding when carrying out purposeful communications. Evidenced through: • **perceptive** selection and presentation of information, with insightful links to the recipient, purpose and context. • **sophisticated** use of written, visual and oral communication techniques to share required information. • **fluent** oral communication techniques, with sustained active listening and effective non-verbal communication • **assured** use of digital skills to support purposeful communication.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2a: Risk assessment				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **basic** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **superficial** review of the information, identifying some hazards and people who may be harmed, with partial links to the associated risks • **partial** application of the risk-assessment process when recording existing control measures and determining risk levels • **basic** use of the activity and learner information when identifying further control measures, actions and responsibilities.	**Adequate** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **competent** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **clear** review of the information, identifying relevant hazards and people who may be harmed, with clear links to the associated risks • **appropriate** application of the risk-assessment process when recording existing control measures and determining risk levels • **suitable** use of the activity and learner information when identifying further control measures, actions and responsibilities.	**Effective** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **secure** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **considered** review of the information, identifying pertinent hazards and people who may be harmed, with logical links to the associated risks • **effective** application of the risk-assessment process when recording existing control measures and determining risk levels • **focused** use of the activity and learner information when identifying further control measures, actions and responsibilities.	**Thorough** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **in-depth** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **perceptive** review of the information, identifying hazards and people who may be harmed, with insightful links to the associated risks • **thorough** application of the risk-assessment process when recording existing control measures and determining risk levels • **thorough** use of the activity and learner information when identifying further control measures, actions and responsibilities.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2b: Risk assessment				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **basic** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **superficial** review of the information, identifying some hazards and people who may be harmed, with partial links to the associated risks • **partial** application of the risk-assessment process when recording existing control measures and determining risk levels • **basic** use of the activity and learner information when identifying further control measures, actions and responsibilities.	**Adequate** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **competent** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **clear** review of the information, identifying relevant hazards and people who may be harmed, with clear links to the associated risks • **appropriate** application of the risk-assessment process when recording existing control measures and determining risk levels • **suitable** use of the activity and learner information when identifying further control measures, actions and responsibilities.	**Effective** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **secure** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **considered** review of the information, identifying pertinent hazards and people who may be harmed, with logical links to the associated risks • **effective** application of the risk-assessment process when recording existing control measures and determining risk levels • **focused** use of the activity and learner information when identifying further control measures, actions and responsibilities.	**Thorough** application of knowledge and understanding when completing the risk assessment. Evidenced through: • **in-depth** knowledge and understanding of hazards, risks, control measures and the risk-assessment process • **perceptive** review of the information, identifying hazards and people who may be harmed, with insightful links to the associated risks • **thorough** application of the risk-assessment process when recording existing control measures and determining risk levels • **thorough** use of the activity and learner information when identifying further control measures, actions and responsibilities.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Risk-Assessment Review and Communication				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** review and application of risk-assessment information when producing communications. Evidenced through: • **basic** production of the risk-assessment communications, using a general format, language and tone for the purpose and intended audience • **partial** selection and use of information from the risk assessments to communicate key findings, control measures or actions • **superficial** conclusions about the key information needed to support safe delivery, with partial links to the risk-assessment evidence • **simple** recommendations for further actions based on the risk-assessment information.	**Adequate** review and application of risk-assessment information when producing communications. Evidenced through: • **competent** production of the risk-assessment communications, using a suitable format, language and tone for the purpose and intended audience • **relevant** selection and use of information from the risk assessments to communicate key findings, control measures or actions • **clear** conclusions about the key information needed to support safe delivery, with appropriate links to the risk-assessment evidence • **suitable** recommendations for further actions based on the risk-assessment information.	**Effective** review and application of risk-assessment information when producing communications. Evidenced through: • **effective** production of the risk-assessment communications, using a consistent format, language and tone for the purpose and intended audience • **considered** selection and use of information from the risk assessments to communicate key findings, control measures or actions • **reasoned** conclusions about the key information needed to support safe delivery, with logical links to the risk-assessment evidence • **effective** recommendations for further actions based on the risk-assessment information.	**Thorough** review and application of risk-assessment information when producing communications. Evidenced through: • **comprehensive** production of the risk-assessment communications, using a mature format, language and tone for the purpose and intended audience • **insightful** selection and use of information from the risk assessments to communicate key findings, control measures or actions • **perceptive** conclusions about the key information needed to support safe delivery, with insightful links to the risk-assessment evidence • **thorough** recommendations for further actions based on the risk-assessment information.

Please refer to *Pearson Foundation Certificates Specification Supplementary Specification* for further guidance on NEAs, including how to apply the marking grids to student evidence.

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Resource requirements

For this unit, students must have access to:

- suitable digital devices and software for producing, reviewing, organising, storing and retrieving evidence
- standard word-processing software and other appropriate digital tools
- facilities and equipment to produce written, visual and digital communications
- facilities for conducting, recording and evidencing the simulated oral communication required for assessment
- examples of communication techniques, communication aids, accessibility tools and assistive technologies used in educational settings
- realistic learner, activity and learning-environment information for practising communication, risk-assessment and information-management activities
- opportunities to practise identifying hazards, risks, control measures and safe-working requirements in educational activities
- secure digital storage systems that allow evidence to be organised, stored, retrieved and managed appropriately
- Pearson-set assessment materials, source information, scenarios, templates and records required to complete the Non-Exam Assessment.

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Unit 3: Assessment, Progress and Responsible Practice in Education

Assessment type: Examined assessment

Unit type: Mandatory

Guided learning hours: 96

Introduction

In this unit, you will develop the knowledge and skills needed to understand how assessment is used to support learning, achievement and progress. You will explore how different types of assessment are used to establish starting points, monitor progress, identify strengths and areas for development, and inform next steps in learning.

You will interpret qualitative and quantitative assessment information, records and data, identify patterns and trends, and use evidence to make judgements about learner progress. You will also explore the professional responsibilities, statutory frameworks and guidance that influence educational practice, including inclusion, safeguarding, confidentiality, consent, data protection, communication, and health and safety.

Building on your learning from Units 1 and 2, you will consider how effectively learning activities meet learners' needs, and how resources can be selected and used responsibly to support learning while minimising waste.

You will bring this knowledge together to make evidence-based judgements and communicate justified recommendations that support learner progress and responsible educational practice.

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Teaching content

Content area A: Assessment information, records and data

Content outcome	Content detail
A1 Demonstrate knowledge and understanding of types of information, records and data used in the assessment of learning.	When assessing types of information, records and data used in the assessment of learning, students must draw on content from Unit 1 Sections A2 and A7, which detail sources of learner and planning information, assessment methods used to confirm learning, and the evidence generated through observation, questioning, learner-led reflection, comparison of starter and plenary assessments, and review of learner outputs. **A1.1 The types of information, records and data used in the assessment of learning** **A1.1.1 Observation notes:** descriptive evidence about learner participation, interaction, behaviour, processes, responses and demonstrated skills. **A1.1.1.1** How observation notes can be used to identify strengths, areas for development and possible support needs by recording what a learner does, how they complete a process, the responses they make and the level of support required. **A1.1.1.2** The importance of distinguishing directly observed evidence from interpretation, inference or unsupported assumption when using observation notes. **A1.1.1.3** The use of repeated observations to establish whether observed participation, responses, processes or demonstrated skills are consistent across different occasions. **A1.1.2 Written results:** evidence of learner knowledge, understanding, reasoning, communication and produced outcomes. **A1.1.3 Marks and scores:** numerical representations of performance against stated requirements or measures. **A1.1.4 Audio and video recordings:** captured evidence of spoken communication, interaction, performance or processes that can be reviewed over time.

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	A1.1.5 Digital records: electronically produced or stored information about learning, participation, attainment and progress. **A1.1.6 Reports:** structured summaries that bring together selected evidence, interpretation and conclusions for a defined audience and purpose. **A1.1.7 Witness statement:** a signed record by a person who has observed a learner's performance or activity. **A1.2 Strengths and limitations of different types of information, records and data when establishing learner attainment, progress and support needs** • **A1.2.1 Observation notes:** provide contextual and descriptive evidence of performance but may be affected by observer interpretation, the circumstances of the observation or reliance on one observation. • **A1.2.2 Written results:** provide evidence of knowledge, understanding and produced outcomes but may not show practical performance or explain why a learner performed in a particular way. • **A1.2.3 Marks and scores:** provide measurable evidence that can be compared over time but may be affected by anomalies and do not explain the reasons for performance. • **A1.2.4 Audio and video recordings:** provide reviewable evidence of communication, interaction, performance or processes but capture only the activity and time recorded. • **A1.2.5** Digital records: support efficient storage, retrieval and monitoring over time but depend on accurate, complete and current information. • **A1.2.6** Reports: bring together evidence and conclusions for a defined audience but may be selective or influenced by the evidence and interpretations included. **A1.4 The reliability and usefulness of assessment information, records and data** • **A1.4.1** Relevance and value. • **A1.4.2** Completeness. • **A1.4.3** Recording accuracy. • **A1.4.4** Consistency.

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	• **A1.4.5** How weaknesses in relevance, completeness, currency, accuracy or consistency may make assessment evidence less useful when deciding what support or next step is needed.
A2 Demonstrate knowledge and understanding of the difference between quantitative and qualitative information, records and data.	When assessing the differences between quantitative and qualitative information, records and data, students must draw on content from Unit 1 Sections A7 and B3, which detail assessment methods and opportunities used to generate evidence of learning within planned learning activities. **A2.1 Quantitative and qualitative information, records and data** **A2.1.1 Quantitative:** numerical information that can be measured, counted or calculated. **A2.1.2 Qualitative**: descriptive information about characteristics, processes or performance. **A2.2 Differences between quantitative and qualitative information** **A2.2.1** Quantitative evidence uses numerical information; qualitative evidence uses descriptive information. **A2.2.2** Quantitative evidence can show how much, how often or to what extent; qualitative evidence can show how, why or in what way. **A2.3 Advantages and limitations of quantitative evidence** **A2.3.1 Advantages of quantitative evidence** **A2.3.1.1** Provides measurable numerical information that can be recorded and compared consistently. **A2.3.1.2** Measures learner attainment. **A2.3.1.3** Compares performance between learners or over time. **A2.3.1.4** Monitors progress against expected outcomes. **A2.3.1.5** Identifies patterns, trends and changes in achievement. **A2.3.1.6** Supports evidence-informed decisions about targeted support, intervention or further assessment.

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	A2.3.2 Limitations of quantitative evidence **A2.3.2.1** imited information about learner experiences, learning processes, support needs and the factors that may have influenced performance, progress or achievement. **A2.4 Advantages and limitations of qualitative evidence** **A2.4.1 Advantages of qualitative evidence: detailed** information about learner behaviours, engagement, participation, strengths, support needs, learning experiences and factors affecting performance and progress. **A2.4.2 Limitations of qualitative evidence:** differences in interpretation, variation in recording and reporting, difficulty comparing information consistently between learners and the potential for incomplete or selective evidence. **A2.5 Use of quantitative and qualitative information from more than one source** **A2.5.1** Allows findings from different assessment sources to be cross-checked to reduce the risk that a judgement is based on one atypical, anomalous or incomplete result. **A2.5.2** Provides a complete picture of knowledge, skills, participation, attainment and progress as different sources may provide different views of performance or progress. **A2.5.3** Improves the validity of judgements by matching the evidence considered to the range of learning being assessed.
A3 Be able to apply numeracy skills when interpreting quantitative data.	When assessing the application of numeracy skills to interpret quantitative data, students must draw on content from Unit 1 Sections A3, A4 and A7, which detail specific and measurable learning goals, the evaluation and review of learning goals, and assessment methods used to confirm whether learning goals have been met. **A3.1 Numerical information relevant to learner performance** **A3.1.1** Totals, marks, scores, frequencies, proportions, percentages, differences and changes over time. **A3.2 How to read quantitative information**

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	A3.2.1 Tables, charts, graphs, reports and digital records. **A3.3 Calculations used to support interpretation** **A3.3.1** Totals. **A3.3.2** Differences (the gap between two results). **A3.3.3** Simple averages. **A3.3.4** Proportions. **A3.3.5** Percentages. **A3.3.6** Change between stated points. **A3.4 Suitability of calculations** **A3.4.1** How to select calculations suitable for the information available and the educational decision being considered. **A3.5 Checking calculations** **A3.5.1** How to check calculations for arithmetic accuracy, appropriate units, realistic scale and consistency with source information. **A3.6 Limitations of numerical information when interpreting learner progress** **A3.6.1** Incomplete data. **A3.6.2** Information that cannot be easily compared. **A3.6.3** Data collected over a short period. **A3.6.4** Anomalies or outliers. **A3.6.5** Averages that may not show typical performance. **A3.6.6** Numerical information that does not show factors affecting performance.

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A4 Demonstrate knowledge and understanding of the main types of assessment used in the education sector.	When assessing the main types of assessment used in education, students must draw on content from Unit 1 Sections A4, A7 and B3, which detail the setting and review of learning goals, assessment methods used to confirm learning, and the selection and use of assessment opportunities within learning activities. **A4.1 The purpose and use of formative assessment** **A4.1.1** Identifying current understanding, knowledge, skills and progress during learning. **A4.1.2** Use of feedback to communicate strengths, areas for improvement and misconceptions and to support improvement. **A4.1.3** Adaptation of teaching or support in response to evidence of learner understanding, progress, gaps and misconceptions. **A4.1.4** Use of formative evidence to plan next steps during learning. **A4.1.5** Approaches to formative assessment during learning: questioning, observation, discussion, short activities and quizzes. **A4.2 The purpose and use of summative assessment** **A4.2.1** Used at the end of a period of learning to measure if the intended learning outcomes or goals have been achieved. **A4.2.2** Measures learners' attainment against specified criteria, standards or expectations. **A4.2.3** Provides overall judgement about a learner 's performance at the end of a period or programme of learning. **A4.2.4** Outcomes that contribute to the award of qualifications, grades or certification. **A4.2.5** Support in decisions about future learning, training, educational pathways or employment opportunities. **A4.3 The purpose and use of diagnostic assessment** **A4.3.1** Used before or at the start of learning to establishing existing knowledge, understanding, skills and prior learning.

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	A4.3.2 Identifying strengths. **A4.3.3** Identifying difficulties and barriers to learning. **A4.3.4** Identifying misconceptions and gaps in learning. **A4.3.5** Identify individual learning, pastoral or accessibility support needs. **A4.3.6** Informing planning and support. **A4.4 The purpose and use of comparative assessment** **A4.4.1** Comparing performance against reference points. **A4.4.2** Comparing current and previous performance. **A4.4.3** Comparing performance with others. **A4.4.4** Measuring progress and development to identify patterns of progress, development and achievement over time. **A4.4.5** Identifying strengths and areas for development. **A4.4.6** Reference points used in comparative assessment: previous individual performance, peer or group performance, cohort information, norms, expected outcomes and other stated benchmarks. **A4.5 Strengths and limitations of formative, summative, diagnostic and comparative assessment when monitoring learner attainment and progress and identifying support needs** **A4.5.1 Formative assessment:** can provide feedback during learning, identify understanding, gaps and misconceptions, and enable teaching and support to be adapted. Limitations include the time required to collect and respond to evidence, variation in the consistency or formality of evidence, and the possibility that unclear or unsuitable feedback may not lead to improvement. **A4.5.2 Summative assessment:** can provide an overall measure of attainment against stated outcomes but may provide limited information about learning processes or the reasons for performance. **A4.5.3 Diagnostic assessment:** can identify starting points, gaps, misconceptions and support needs but may provide only a snapshot and may not reflect later progress.

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	A4.5.4 Comparative assessment: can identify relative performance, broad patterns and differences against suitable reference points. Limitations include obscuring individual starting points or progress, creating unhelpful competition, and producing misleading comparisons where learners, circumstances, cohorts, contexts, assessment conditions or measures are not sufficiently comparable. **A4.6 Factors influencing the suitability of an assessment type** **A4.6.1** Learning stage. **A4.6.2** Expected goals. **A4.6.3** Information required. **A4.6.4** Learner needs. **A4.6.5** Context. **A4.6.6** Timing.
A5 Demonstrate knowledge and understanding of the role of different types of assessment information, records and data.	When assessing the role of different types of assessment information, records and data, students must draw on content from Unit 1 Sections A2, A3, A4 and A7, which detail learner starting points and prior attainment, specific learning goals, the evaluation and review of learning goals, and assessment methods used to generate evidence of learning and progress. **A5.1 The role of assessment information, records and data** **A5.1.1 Quantitative results:** marks, scores and grades. **A5.1.2 Qualitative results: observations**, feedback, descriptions of performance and records of learner achievement. **A5.1.3 Stand-alone results**: provides a snapshot of achievement but does not demonstrate the direction or amount of progress over time. **A5.1.4 Results over a period:** collected at different pointsto provide information on improvement, decline, consistency or fluctuation. **A5.1.5 Comparitive results:** current performance compared with previous work or with others, to determine improvement, consistency, regression and changes in learning needs over time.

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	A5.1.6 Baseline information: starting points, prior knowledge, understanding, skills and support needs against which future progress and achievement can be measured.

Content area B: Interpreting assessment evidence to support learner progress

Content outcome	Content detail
B1 Demonstrate knowledge and understanding of how to interpret information, data and records.	When assessing how to interpret information, records and data, students must draw on content from Unit 1 Sections A2, A7, B2 and B6, which detail learner and group information, assessment evidence, the identification and interrogation of relevant information, and the interpretation of information about learner needs, barriers and support requirements. **B1.1 Interpretation of assessment information, records and data** **B1.1.1 Content**: what information is included, what it shows about learner performance and what relevant information is missing. **B1.1.2 Source and style of assessment:** who or what produced the evidence, the assessment method used, the conditions in which it was collected and how these may affect its interpretation. **B1.1.3 Purpose of assessment:** why the information was collected and the decisions it was intended to support. **B1.1.4 Timeframe:** when the evidence was collected, the period it covers and whether it is sufficiently current to support the decision being considered. **B1.1.5 Educational context:** the learning stage, activity, intended learning goals, assessment conditions, learner needs and support provided. **B1.2 Use of assessment findings to understand learner attainment, progress, strengths, areas for improvement and support needs** **B1.2.1 Identification of patterns:** repeated or consistent features within the evidence such as recurring strengths, difficulties, behaviours, errors or support needs. **B1.2.2 Identification of trends:** the direction and nature of change across time such as improvement, decline, fluctuation, consistency or lack of progress.

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	B1.2.3 Summarising results: selecting and presenting the principal findings accurately without including irrelevant detail or overstating what the evidence shows. **B1.2.4** Identifying the assessment findings most relevant to a recommendation such as findings about the learner 's strengths, areas for improvement, starting point, progress and learning goals. **B1.3 The distinction between** **B1.3.1 Evidence:** factual information, records, observations or assessment results that can be used to support an interpretation or judgement. **B1.3.2 Interpretation:** an explanation of what assessment evidence indicates about a learner's attainment, progress, strengths or areas for development. **B1.3.3 Inference:** a reasonable conclusion drawn from available evidence where the conclusion is not stated directly. **B1.3.4 Unsupported assumption:** a belief or conclusion that is not adequately supported by relevant and reliable evidence. **B1.3.5 An example in context** **B1.3.5.1** Evidence: a learner required repeated instructions during an activity . **B1.3.5.2** Interpretation: the evidence indicates that the learner did not complete the instructional sequence independently . **B1.3.5.3** Inference: the learner may need support with processing, remembering or sequencing instructions. **B1.3.5.4** Unsupported assumption: concluding that the learner lacks ability without sufficient relevant evidence.

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B2 Interpret given information, records and data related to learners' performance.	When assessing the interpretation of given information, records and data relating to learner performance, students must draw on content from Unit 1 Sections A2, A3, A4 and A7, which detail learner starting points and prior attainment, intended learning, specific and measurable learning goals, and assessment methods used to confirm whether learning goals have been met. **B2.1 Interpretation of quantitative and qualitative learner evidence** **B2.1.1** How to extract, interpret and organise relevant quantitative and qualitative evidence from individual and combined sources using assessment results, teacher observations, examples of work, learner feedback. **B2.1.2** How to compare current learner performance with expected learning goals, prior performance and baseline information to interpret progress, identify areas for further development and consider factors that may have influenced achievement.
B3 Demonstrate knowledge and understanding of how to make recommendations to maximise learner progress by providing focused, actionable feedback which highlights both strengths and areas for improvement and is linked to expected goals.	When assessing how to make recommendations to maximise learner progress, students must draw on content from Unit 1 Sections A3, A4 and B6 to B10, which detail learning goals,learner starting points and needs, barriers to participation and progress, inclusive approaches, scaffolding, adaptations to activities and resources, and proposals for supporting specific learners or groups. **B3.1 Characteristics of feedback intended to support learner progress** **B3.1.1** Clarity, specificity, relevance, linked to intended learning goals, focused and actionable. **B3.2 The use of verbal, written or combined feedback approaches to communicate strengths, areas for development and recommendations** **B3.2.1** Positive and specific feedback that identifies what a learner has done successfully and how the strength can be maintained, extended or transferred to another context. **B3.2.2** Developmental feedback that identifies the gap between current performance and the intended learning goal and gives a clear direction for improvement.

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	B3.3 How to identify aspects of learner performance, achievement and progress that indicate strengths to build upon and areas requiring further development in relation to intended learning goals **B3.3.1 Strengths:** identification of successful knowledge, skills, behaviours or approaches that may be maintained through continued practice , developed to a higher level , transferred to new activities or contexts and used as a foundation for confidence, motivation and further progress. **B3.3.2 Areas for development:** identification of gaps, difficulties or barriers that prevent the learner from meeting the intended learning goal, and selection of support that addresses the specific gap. **B3.4 How recommendations can support progress** **B3.4.1** Reinforcing strengths through continued practice, application or appropriate extension. **B3.4.2** Addressing a specific gap through focused practice, guidance or support . **B3.4.3** Maintaining confidence and motivation by recognising achievement and setting achievable next steps. **B3.4.4** Closing the gap between current performance and the learning goal through actions linked directly to the identified area for improvement. **B3.4.5** Promoting increasing independence through appropriate support that can be reduced as the learner becomes more confident or competent.

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B4 Propose next steps in learning based on the interpretation of given information, records and data.	When assessing proposed next steps in learning based on the interpretation of information, records and data, students must draw on content from Unit 1 Sections A2 to A7, B1, B3 and B6 to B10, and Unit 2 Sections A2 to A11 and B1 to B9, which detail learner and planning information, learning goals, learning activities, resources, assessment methods, inclusive practice, communication, hazards, risks, control measures and the communication of safety information. **B4.1 Types of next steps that may be proposed from given information, records and data** **B4.1.1 Consolidation:** further opportunities to secure knowledge or skills already introduced. **B4.1.2 Correction of a misconception:** targeted teaching, explanation, modelling or practice relating to an identified misunderstanding. **B4.1.3 Additional practice:** repeated or varied opportunities to improve accuracy, confidence, fluency or consistency. **B4.1.4 Increased challenge:** an extension activity or a more demanding learning goal where evidence shows the learner is ready. **B4.1.5 Adapted support**: a change to instructions, scaffolding, resources, communication or assistance in response to an identified barrier or area for improvement. **B4.1.6 Further assessment or information gathering**: obtaining additional relevant evidence where the available information is incomplete, inconsistent or atypical. **B4.1.7 A revised or new learning goal:** a specific and achievable goal linked to the learner 's current performance and expected progression. **B4.2 Use of assessment findings** **B4.2.1** To identify how a planned learning activity could be improved. **B4.2.2** To better support learner participation, safety and progress.

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B5 Present communication skills to make recommendations which will support learners to maximise their progress.	When assessing the application of communication skills to make recommendations that support learners to maximise their progress, students must draw on content from Unit 2 Sections A1 to A11 and B10, which detail communication audiences, purposes and contexts; the selection and sharing of appropriate information; written, visual, oral and digital communication; communication barriers and adaptations; confidentiality and consent; and the secure handling of information. **B5.1 Communicating recommendations** **B5.1.1** How to identify the audience, purpose, context and intended outcome when communicating recommendations. **B5.1.2** How to select relevant findings needed to communicate learner strengths, areas for improvement and proposed next steps. **B5.1.3** How to organise information in a logical sequence that connects evidence, interpretation, conclusion and recommendation. **B5.1.4** How to provide balanced communication that recognises strengths while identifying areas requiring further development. **B5.2 Use of appropriate educational terminology when communicating recommendations** **B5.2.1 Learning outcome or learning goal**: the intended knowledge, understanding or skill to be achieved. **B5.2.2 Differentiation:** adapting aspects of learning or support in response to identified learner starting points or needs while retaining the intended learning. **B5.2.3 Scaffolding:** structured, temporary support that helps a learner complete a task or develop learning and can be reduced as independence develops.

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B6 Apply understanding of digital skills to make recommendations by producing, organising, storing and retrieving relevant digital content.	When assessing the application of digital skills to present findings and recommendations, students must draw on content from Unit 1 Section B11 and Unit 2 Section B10, which detail the use of digital tools to produce, organise, store and retrieve content. **B6.1 Types and purposes of digital content used to record, communicate and monitor learner progress** **B6.1.1 Assessment records:** digital records of assessment activities, results, feedback and achievement against learning goals or criteria. **B6.1.2 Digital reports:** structured summaries of attainment, progress, strengths, areas for development and proposed next steps for an identified audience and purpose. **B6.1.3 Learner –management systems:** systems used to bring together authorised information about a learner's attainment, attendance, behaviour, support and progress. **B6.1.4 Attendance records:** information about presence, absence, punctuality and patterns that may be relevant when interpreting participation or progress. **B6.1.5 Communication records:** authorised records of relevant information exchanged with learners, parents, carers, colleagues or professionals. **B6.1.6 Performance–tracking information**: records used to compare current attainment with starting points, previous performance, learning goals or expected outcomes over time. **B6.2 Application of digital skills to make recommendations** **B6.2.1** Use of information obtained from digital content to support evidence-based recommendations in a range of educational contexts and learner scenarios. **B6.2.1** Production and organisation of digital content used to communicate assessment interpretations and recommendations: accurate entry of relevant findings and logical organisation of evidence, interpretation, conclusions and recommendations.

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Content area C: Professional responsibilities, frameworks and guidance

Content outcome	Content detail
C1. Demonstrate knowledge and understanding of why safeguarding, confidentiality and data protection are important when sharing learner information, when confidentiality may need to be breached and how consent is obtained and used.	When assessing safeguarding, confidentiality, data protection and consent in relation to learner information, students will be expected to draw on content from Unit 2 Sections A1, A2, A3, A11 and B10, which detail recipients and their information needs, communication contexts, decisions about sharing information, confidentiality and consent, purposeful communication, and the secure production, storage and retrieval of digital information. **C1.1 Distinctions between safeguarding, confidentiality, data protection and consent** **C1.1.1 Safeguarding:** protecting learners from harm and taking appropriate action in response to concerns about their safety or welfare. **C1.1.2 Confidentiality:** protecting private information and sharing it only with an appropriate person for an appropriate reason, except where information must be shared to protect the learner or others. **C1.1.3 Data protection:** handling personal information lawfully, fairly, accurately and securely, and using or sharing it only for appropriate purposes. **C1.1.4 Consent:** agreement for specified information to be collected, used or shared for an explained purpose. **C1.2 Types of learner information that may be collected, recorded, used and shared** **C1.2.1** Starting points, assessment outcomes, progress records, strengths, areas for development, support arrangements, attendance, behaviour, wellbeing concerns and agreed next steps. **C1.3 Importance of appropriate and secure handling of learner information** **C1.3.1 Accuracy:** ensuring information is correct, clear and kept up to date so that decisions are based on reliable information.

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	C1.3.2 Confidentiality: protecting private learner information and only sharing it with appropriate people for an appropriate purpose. **C1.3.3 Appropriate access:** ensuring learner information is only accessed by people who are authorised to use it and need it for an appropriate purpose. **C1.3.4 Secure storage**: storing written and digital information in ways that protect it from unauthorised access, loss, damage or inappropriate disclosure. **C1.3.5 Retention:** keeping learner information for the required period in accordance with relevant organisational requirements. **C1.3.6 Secure disposal:** disposing of written and digital records when they are no longer required so that confidential information cannot be accessed or recovered . **C1.3 7 Protection when using or sharing information:** taking appropriate steps to protect learner information when it is accessed, communicated, transferred or shared, and checking that the intended recipient and method of sharing are appropriate. **C1.4 Organisational procedures for obtaining, recording, reviewing and using consent** **C1.4.1** Explaining what information will be collected, used or shared, for what purpose and with whom . **C1.4.2** Obtaining consent from the appropriate person through the required organisational process . **C1.4.3** Ensuring that consent is informed, specific and recorded accurately . **C1.4.4** Checking the scope and currency of the consent before information is used or shared . **C1.4.5** Recognising that consent does not remove safeguarding responsibilities or prevent necessary information sharing where there is a lawful or safeguarding reason. **C1.4.6** Recording changes to, limitations on or withdrawal of consent by applying safeguarding, confidentiality and data-protection requirements throughout the process. **C1.5 Sharing, restricting and withholding information**

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	C1.5.1 Information that may be shared, restricted or withheld according to the communication purpose, the recipient's role, professional responsibilities, legitimate need to know and the sensitivity of the information. **C1.5.2** Factors influencing decisions to share, withhold or escalate information, including relevance, necessity, proportionality, consent, safeguarding risk, organisational procedures and legal responsibilities. **C1.5.3** Factors that need to be considered when deciding whether information should be shared, withheld or escalated: learner welfare, confidentiality, consent, safeguarding requirements and relevant procedures. **C1.6 Safeguarding procedures relating to learner information** **C1.6.1** Record keeping, reporting concerns, referral processes and escalation routes. **C1.7 Circumstances in which confidentiality may need to be breached to protect a learner or others** **C1.7.1** Sharing relevant information with the designated safeguarding lead or appropriate agency following a safeguarding concern or disclosure of abuse. **C1.7.2** Sharing necessary information with appropriate professionals where there is a serious risk of harm to the learner or another person. **C1.7.3** Sharing necessary information during a medical emergency so that appropriate protection, treatment or support can be provided. **C1.7.4** Sharing information in connection with relevant criminal activity where required legal or organisational procedures must be followed.

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C2 Demonstrate knowledge and understanding of why statutory frameworks related to inclusion are important.	When assessing why statutory frameworks related to inclusion are important, students must draw on content from Unit 1 Sections B5 to B10 and Unit 2 Sections A2, A4, A5, A8 and A11, which detail the importance of inclusion, identification of barriers and support needs, inclusive approaches and adaptations, accessible communication methods and formats, communication barriers, and the adaptation of communication to individual needs. **C2.1 Reason for the EYFS, SEND Code of Practice and Equality Act 2010** **C2.1.1** The EYFS, SEND Code of Practice and Equality Act 2010 exist to make sure all children and learners can access and benefit from education, whatever their needs, background or circumstances. **C2.2. Why the Early Years Foundation Stage is important** **C2.2.1** Sets standards for children's learning. **C2.2.2** Suports children's development and care. **C2.2.3** Supports children's readiness for future learning **C2.2.4** Supports the safeguarding and welfare of children **C2.2.5** Supports the inclusive provision for children. **C2.3 Why the SEND Code of Practice is important** **C2.3.1** Allows for the identification of special educational needs and disabilities. **C2.3.2** Provide the graduated approach: assess, plan, do, review. **C2.3.3** Involves the participation of children and young people in decisions. **C2.3.4** Allows for the collaboration with parents, carers and relevant professionals in making decisions to suport SEND learners. **C2.3.5** Sets the expectations for inclusive educational provision for learners with SEND. **C2.3.6** Helps in making decisions about support, including using information about individual needs, involving the learner and relevant others, planning appropriate provision and reviewing its impact on access, participation and progress.

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	C2.4 Why the Equality Act 2010 is important **C2.4.1** Prevent discrimination based on: **C2.4.1.1** Age. **C2.4.1.2** Disability. **C2.4.1.3** Gender reassignment. **C2.4.1.4** Marriage and civil partnership. **C2.4.1.5** Pregnancy and maternity. **C2.4.1.6** Race. **C2.4.1.7** Religion or belief. **C2.4.1.8** Sex. **C2.4.1.9** Sexual orientation. **C2.4.2** Makes discrimination, harassment and victimisation related to protected characteristics unlawful, supporting fair treatment and access to education. **C2.4.3** Provide equality of opportunity to identify and reduce disadvantage so that learners can access, participate in and benefit from education. **C2.4.4** Provide reasonable adjustments for disabled learners to remove or reduce substantial barriers to access, participation and learning. **C2.5 Responsibilities of educators, education support staff and providers arising from statutory frameworks in promoting inclusive practice by identifying barriers to learning** **C2.5.1 Types of barriers that may affect participation, achievement and progress** **C2.5.1.1** Physical or sensory access needs. **C2.5.1.2** Communication and language needs. **C2.5.1.3** Difficulties with literacy or numeracy, including dyslexia. **C2.5.1.4** Additional learning needs or disabilities. **C2.5.1.5** Social, emotional or behavioural needs, including mental health. **C2.5.1.6** Lack of confidence or motivation. **C2.5.1.7** Limited access to suitable resources or digital technology.

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	C2.5.1.8 Environmental or organisational barriers. **C2.5.1.9** Socio-economic or personal circumstances that affect attendance, participation or readiness to learn. **C2.5.2 Possible effects of barriers on learning, participation, achievement and progress, including** **C2.5.2.1** Difficulty accessing written, visual, spoken, practical or digital information. **C2.5.2.2** Difficulty understanding instructions or communicating knowledge. **C2.5.2.3** Reduced concentration, confidence, motivation or participation. **C2.5.2.4** Difficulty completing tasks or demonstrating knowledge and skills. **C2.5.2.5** Restricted access to materials, equipment, technology or the physical environment. **C2.5.2.6** Interrupted attendance or reduced readiness to learn. **C2.5.3 Examples of approaches that may be used to reduce barriers, support participation and promote inclusion** **C2.5.3.1** Providing shorter, chunked or clearly formatted text to improve accessibility of written information. **C2.5.3.2** Presenting information through alternative formats, such as visual, audio, spoken or digital methods. **C2.5.3.3** Using accessible language, clear instructions and scaffolded support where appropriate. **C2.5.3.4** Allowing rehearsal, paired work, small-group participation or graduated participation before whole-class contributions. **C2.5.3.5** Providing encouragement, constructive feedback and confidence-building opportunities. **C2.5.3.6** Adapting learning activities, resources, equipment or materials to meet identified needs. **C2.5.3.7** Making reasonable adjustments to improve access, participation and learning. **C2.5.3.8** Using assistive technology and appropriate accessibility tools where relevant.

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	C2.6 How statutory frameworks influence decisions about learning activities **C2.6.1** Communication: presenting information and instructions in accessible formats, such as providing verbal as well as written instructions. **C2.6.2** Physical and digital access: the removal or reduction of barriers that may prevent learners from accessing learning activities, resources or information. **C2.6.3** Reasonable adjustments: adapting resources, equipment, environments, timings or activities to meet identified needs, such as adapting resources for a visual impairment. **C2.6.4** Additional support: support from staff, peers, assistive technology or other appropriate arrangements to enable participation and progress. **C2.6.5** Accessible formats and presentation methods: the use of enlarged print, audio, verbal, visual, digital or alternative formats to improve access to learning. **C2.6.6** Use of information about individual needs, barriers and support requirements when planning resources, communication methods, adjustments and support to enable access, participation and progress.

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C3 Demonstrate knowledge and understanding of how guidance and approaches support inclusive practice.	When assessing how guidance and approaches support inclusive practice, students must draw on content from Unit 1 Sections B5 to B10, which detail the importance of inclusion, barriers to participation and progress, inclusive approaches, adaptations to activities and resources, accessible presentation of content, scaffolding, digital tools, assistive technology and proposals for supporting specific learners or groups. **C3.1 The aim of the Education Endowment Foundation in supporting inclusive practice** **C3.1.1** Summarising and sharing research evidence relating to teaching, learning and educational practice. **C3.1.2** Producing guidance reports, evidence summaries and practical recommendations that support educational decision-making. **C3.1.3** Supporting educators to use relevant research evidence when selecting approaches to teaching and learning. **C3.2.4** Supporting improvement by helping educators select, implement, monitor and review evidence-informed approaches. **C3.2 The aim of Universal Design for Learning in supporting inclusive practice** **C3.2.1** Engagement, the why of learning: providing appropriate options that support interest, relevance, choice, motivation, effort and participation. **C3.2.2** Representation, the what of learning: presenting information in different accessible forms so that learners can perceive, understand and make meaning from it. **C3.2.3** Action and expression, the how of learning: providing appropriate ways for learners to interact with learning, respond, communicate and demonstrate what they know and can do. **C3.2.4** Selection of UDL approaches that maintain the intended learning goal while increasing access, participation and opportunities to demonstrate learning. **C3.2.5** The distinction between designing flexible options in advance and making an individual reasonable adjustment in response to an identified disability-related barrier.

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C4 Apply understanding of how to investigate information in guidance and frameworks in relation to supporting inclusion in learning.	When assessing how to investigate information in guidance and frameworks in relation to supporting inclusion in learning, students must draw on content from Unit 1 Sections A1, A2 and B6 to B10, which detail learner characteristics at different learning stages, learner and group information, identification of barriers and support needs, inclusive approaches and proposals for supporting specific learners or groups. **C4.1 Using information from guidance and frameworks to support inclusion** **C4.1.1** Identifying the source and its purpose. **C4.1.2** Locating information relevant to the given situation. **C4.1.3** Recognising whether the information is a requirement or guidance. **C4.1.4** Checking that the information is current and relevant. **C4.1.5** Using relevant information to support a straightforward decision about inclusion and justify decisions about activities, resources, communication, reasonable adjustments and additional support.

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C5 Demonstrate knowledge and understanding of the importance of the legal requirement of employers to protect employees and others from harm.	When assessing the importance of the legal requirement for employers to protect employees and others from harm, students must draw on content from Unit 1 Sections B1 and B3 and Unit 2 Sections B1 to B10, which detail the selection and organisation of resources, planning of learning activities, identification of hazards and risks, selection of control measures, completion and communication of risk assessments, and review of risk-assessment decisions. **C5.1 The importance of the Health and Safety at Work Regulations 1999** **C5.1.1** Support the effective management of health and safety in educational environments by requiring employers to identify risks and implement appropriate preventive and protective measures. **C5.2 The importance of DBS (Disclosure and Barring Service) checks as part of safer recruitment** **C5.2.1** Used in providing relevant criminal-record and barred-list information, where applicable. **C5.2.2** Used to help an employer make an informed decision about a person's suitability to work with children or vulnerable individuals. **C5.2.3** Used to support safeguarding and reduce the risk of appointing a person who may present a safeguarding risk. **C5.3 The importance of employer responsibilities when making decisions** **C5.3.1** The safety and suitability of learning environments. **C5.3.2** Equipment, materials and resources. **C5.3.3** The organisation and layout of learning spaces. **C5.3.4** Safe access, movement and evacuation routes. **C5.3.5** Staffing, supervision and training. **C5.3.6** Preventive and protective measures. **C5.3.7** Arrangements for recording, reporting and reviewing health-and-safety information.

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	C5.4 The implications of inadequate health-and-safety arrangements **C5.4.1** Injury, illness or harm to learners, staff, visitors or others. **C5.4.2** Legal or regulatory consequences: investigation or enforcement where responsibilities have not been met. **C5.4.3** Financial consequence: compensation, legal costs, increased insurance costs, repairs or replacement. **C5.4.4** Reputational damage and reduced confidence among learners, parents, carers, staff or the wider community. **C5.4.5** Operational disruption: closure of an area, cancelled activities, investigation, repairs or additional controls. **C5.4.6** Avoidable exclusion or restricted participation. **C5.4.7** Disruption to learning. **C5.4.8** Failure to meet organisational or legal responsibilities. **C5.5 The importance of reporting accidents, incidents and health-and-safety concerns in accordance with legal requirements and organisational procedures** **C5.5.1** Recording accurate and relevant information. **C5.5.2** Reporting to the appropriate person within the organisation. **C5.5.3** Reporting or escalating matters to the relevant external authority where required by legal requirements or organisational procedures (HSE/Ofsted/Local Authority). **C5.5.4** Using findings to determine whether additional controls or changes to health-and-safety arrangements are required.

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Content area D: Sustainable resource planning for learning activities

Content outcome	Content detail
D1 Demonstrate knowledge and understanding of the importance of designing learning activities to minimise waste including ways to refuse, reduce, reuse, repurpose and recycle.	When assessing the importance of designing learning activities to minimise waste through refusing, reducing, reusing, repurposing and recycling, learners must draw on content from Unit 1 Sections A2, A3, A5, A6, B1 and B3, which detail learning goals, types and suitability of learning activities, resource requirements and constraints, and the selection and organisation of resources within learning activities. **D1.1 The Five Rs and how they can be applied when planning and delivering learning activities to extend resource lifespan, reduce costs, minimise waste and model sustainable behaviour** **D1.1.1** Refuse. **D1.1.2** Reduce. **D1.1.3** Reuse. **D1.1.4** Repurpose: adapt an existing or unwanted resource for a different suitable learning purpose. **D1.1.5** Recycle. **D1.2 Factors influencing resource consumption whilst maintaining learning quality** **D1.2.1** Quantities required. **D1.2.2** Duplication. **D1.2.3** Use of disposable materials. **D1.3 Considerations affecting the continued use of learning resources, including** **D1.3.1** Condition. **D1.3.2** Suitability. **D1.3.3** Safety. **D1.3.4** Hygiene.

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	D1.3.5 Accessibility. **D1.3.6** Opportunities for repeated use. **D1.4 Ways existing resources can be repurposed for a learning activity** **D1.4.1** Cardboard boxes: use empty boxes for building, construction activities, model-making or role play instead of throwing them away. **D1.4.2** Old newspapers and magazines: use them for cutting and sticking, collage activities, letter recognition, vocabulary work or discussions. **D1.4.3** Used paper: use the blank side for drawing, practising writing, making lists or maths calculations. **D1.4.4** Plastic containers and yoghurt pots: use them for sorting activities, counting, planting seeds or holding art materials. **D1.4.5** Bottle tops: use them for counting, pattern-making, colour recognition and maths activities. **D1.4.6** Old fabric and clothing: use them for dressing-up, role play, weaving or craft activities. **D1.4.7** Packaging materials: use bubble wrap, tissue paper and cardboard for sensory activities, printing and creative work. **D1.4.8** Old books: use damaged books for cutting out pictures, creating storyboards or developing vocabulary. **D1.4.9** Natural materials such as leaves, sticks and stones: use them for counting, sorting, patternmaking, observation and creative activities. **D1.4.10** Old technology packaging or keyboards: use for role play activities. **D1.5 Processes and considerations associated with managing unavoidable waste, including the separation and disposal of materials in accordance with organisational procedures and environmental responsibilities** **D1.5.1** Providing separate bins for paper and cardboard. **D1.5.2** Recycling plastic bottles and containers where local recycling facilities accept them.

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	D1.5.3 Collecting used printer cartridges for recycling. **D1.5.4** Recycling old electrical equipment through appropriate schemes. **D1.5.5** Using a food-waste collection system for suitable food waste. **D1.6 Environmental, organisational and educational benefits of minimising waste when planning and delivering learning activities** **D1.6.1** Reducing the volume of waste sent for disposal . **D1.6.2** Conserving natural resources and reducing demand for new materials. **D1.6.3** Reducing purchasing and disposal costs. **D1.6.4** Supporting efficient storage and resource management. **D1.6.5** Maintaining an organised learning environment. **D1.6.6** Modelling responsible and sustainable behaviour . **D1.6.7** Helping learners understand the importance of using resources responsibly. **D1.7 Implications of poor resource planning** **D1.7.1** Avoidable waste. **D1.7.2** Increased cost. **D1.7.3** Insufficient resources. **D1.7.4** Reduced access. **D1.7.5** Learning activities that do not meet learner needs or goals. **D1.7.6** Failure to meet organisational requirements.

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D2 Identify ways to minimise waste in the use of resources when planning learning activities.	When assessing ways to minimise waste in the use of resources when planning learning activities, students must draw on content from Unit 1 Sections A2, B1 and B3, which detail resource requirements and constraints, learner and group information, resource quantities and availability, and the selection and organisation of resources within learning activity plans. **D2.1 Ways to minimise waste when planning learning activities** **D2.1.1** Using only the quantity of materials required. **D2.1.2** Knowing and catering for the number of learners at the activity. **D2.1.3** Understanding the needs of the learners and if they may need adaptive materials. **D2.1.4** Consideration of the goals, intended outcomes, and format of learning activities during the drafting and development process to revise and refine activities before finalisation . **D2.1.5** Use of digital technologies to support: **D2.1.5.1** Drafting learning materials and activities. **D2.1.5.2** Reviewing content for accuracy, clarity, accessibility and suitability. **D2.1.5.3** Amending and updating materials without recreating the resource. **D2.1.5.4** Correcting errors before printing or distribution. **D2.1.5.5** Sharing materials electronically where appropriate. **D2.1.5.6** Reducing unnecessary printing, paper use, duplication and disposal of outdated versions. **D2.1.5.7** Preparing materials more efficiently and sustainably. **D2.1.6** Comparison of alternative ways of delivering an activity, such as using shared resources rather than individual resources, digital rather than printed materials, reusable rather than disposable materials, existing or repurposed resources rather than newly purchased. **D2.1.7** Adjustment of resource plans when circumstances change, including learner numbers, available resources or activity requirements.

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D3 Apply numeracy skills to calculate resource requirements for learning activities.	When assessing the application of numeracy skills to calculate resource requirements for learning activities, students must draw on content from Unit 1 Sections A2, B1 and B3, which detail resource requirements and constraints, group size, learner needs, quantities, time allocations, distribution, surplus and shortfall, and the selection and organisation of resources within learning activity plans. **D3.1 Application of numeracy skills to calculate resource requirements, considering** **D3.1.1** Group size/number of learners. **D3.1.2** Quantity per learner of an item. **D3.1.3** Frequency of use: the number of times each learner or group will use a resource during the activity, where repeated use changes the total quantity required. **D3.1.4** Available stock of materials. **D3.1.5** Cost of materials. **D3.1.6** Avoidable waste. **D3.2 Calculations used to determine resource requirements** **D3.2.1** Multiplication to calculate the total quantity required from the quantity per learner, group or activity. **D3.2.2** Division to determine how resources can be distributed between learners or groups. **D3.2.3** Fractions to calculate parts of sets, packs, quantities or measures. **D3.2.4** Percentages to calculate proportions, allowances, reductions or avoidable waste. **D3.2.5** Ratios to scale resource quantities for different numbers of learners or groups.

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Transferable skills

Students are expected to develop the following transferable skills through the learning and assessment activities for this unit:

- **Investigating** relevant assessment information, records, data, statutory frameworks and guidance to inform decisions about learner progress and inclusive and responsible practice.
- **Data interpretation** when using quantitative and qualitative assessment information, records and data to identify key features, patterns, trends, strengths, areas for development and learner progress.
- Evidence-based **decision-making** when using assessment evidence, frameworks and guidance to make judgements and recommendations about learner progress, inclusion, safeguarding and welfare, and when selecting, using and adapting resources to support learning needs and sustainable practice.
- **Data interpretation** when using information about learner numbers, resource quantities, available stock, costs and waste to inform resource decisions.

The qualification Delivery Guide suggests ways for centres to help students develop these transferable skills.

Summary of assessment

A written examination worth 80 marks. The duration of the examination is 1 hour 45 minutes and it must be taken under supervised conditions in the period timetabled by Pearson.

Students will be assessed through a number of short- and long-answer questions. The questions will assess knowledge and understanding of educational concepts and how they are used to solve problems. Students will apply their knowledge and understanding to realistic educational contexts by interpreting qualitative and quantitative information, records and data, identifying patterns and trends, making evidence-based judgements and providing justified recommendations to support learner progress.

Students will be expected to apply basic numeracy skills in realistic education-based contexts. This may include reading and interpreting numerical information and carrying out straightforward calculations involving totals, differences, simple averages, proportions, percentages, change between stated points, multiplication, division, fractions and ratios.

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Numerical information may be presented in tables, charts, graphs, reports or other records. Students may be required to use their calculations to interpret learner progress or determine resource requirements. A calculator may be used in the examination.

Questions will also assess understanding of professional responsibilities and responsible practice and require students to draw on relevant learning from Units 1 and 2, including planning learning activities, purposeful communication, inclusive practice and risk assessment.

Sample assessment materials will be available to help centres prepare students for assessment.

The assessment availability is January and May/June each year. First assessment is January 2028.

Resource requirements

Students must have the following equipment for the assessment for this unit:

- pencil
- eraser
- calculator.

A command word taxonomy for externally-assessed units is provided in *Appendix 2*.

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4 Planning your programme

Is there a student entry requirement?

There are no formal entry requirements. Students are expected to study this qualification alongside English and/or maths qualifications where appropriate. Centres are responsible for ensuring that students make reasonable progress and achieve at this level. Achievement can be supp

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres review the skills and knowledge of the teaching team to ensure they remain relevant and up to date. This will help ensure that students benefit from teaching that reflects current sector practice and from programmes that support progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary resources and workspaces are available to deliver the qualification. For some units, specific resources are required; please refer to individual units.

What makes good vocational teaching?

Effective vocational teaching is rooted in the application of knowledge, understanding and skills within the sector. Teaching and learning should be contextualised through realistic vocational activities, scenarios and projects that help students connect what they learn with how the sector operates in practice. Through opportunities to apply their learning, supported by practice, feedback and reflection, students can develop their understanding and skills over time and build confidence in applying their learning in different contexts. To support this, we provide delivery guidance for the qualification and CPD to support effective delivery.

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5 Final grading and awarding

Awarding and reporting for the qualification

The Foundation Certificate qualifications are graded on a three-grade scale of Distinction (D), Merit (M), and Pass (P). Students who do not meet the minimum requirements for a qualification grade will be recorded as Unclassified (U) and will not be certificated.

Individual units will be graded on the same grade scale. Individual unit results will be reported.

Grade boundaries will be set for each unit in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This ensures that students have the same opportunity to achieve regardless of the assessment opportunity.

Students' unit 'raw' marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert students' unit raw marks into uniform marks. This is done to standardise marks across assessment series. (Further details of the UMS are provided below in the section '*Calculation of a Qualification Grade*'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded a qualification, a student must achieve an outcome for all units and achieve the minimum number of overall uniform marks at a qualification grade threshold.

There are no 'must pass' units within the qualification. A unit result of Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your students when the qualification claim is made.

Calculation of the qualification grade

The final qualification grade represents an aggregation of a student's performance across all units. Stronger performance in some units may be balanced by lower performance in others.

The UMS is used to convert students' unit 'raw' marks into uniform marks. This is done to standardise marks across different assessment series. For example, a student who just achieves a Pass in a unit one year will receive the same uniform mark as a student achieving that same unit grade in later series, regardless of their raw marks.

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The minimum uniform marks required for each grade for each unit

Units 1 and 2

Unit Grade	D	M	P
Maximum UMS = 90	72	54	36

Students who do not achieve the standard required for a Pass will receive a uniform mark in the range 0–35.

Unit 3

Unit Grade	D	M	P
Maximum UMS = 120	96	72	48

Students who do not achieve the standard required for a Pass will receive a uniform mark in the range 0–47.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	D	M	P
Maximum UMS = 300	240	180	120

Students who do not achieve the standard required for a Pass grade will receive a uniform mark in the range 0–119.

Results issue

Results are issued in line with the published dates shown in the 'Key dates' section of the *Information Manual*, available on our website.

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6 Resources and support

We provide a range of resources and professional development opportunities to support the delivery of Foundation Certificates. These are available on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The Delivery Guide provides an overview of the qualification units and assessments. It includes a broad scheme of work, with guidance on delivery, teaching approaches, assessment preparation and additional resources.

Support for teaching and learning

Pearson provides a range of resources to support the teaching and learning of vocational qualifications. Details of Pearson's own resources and all endorsed support materials are available on our website.

Resources may also be available from other publishers.

Support for assessment

Sample assessment materials (SAMs) for examined units

Sample assessment materials are available for the examined unit and can be downloaded from the Pearson Qualifications website. An additional set of materials will also be available prior to the first live assessment, allowing your students further opportunities for practice.

Sample NEAs

Sample NEAs are available for the non-exam units and can be downloaded from the Pearson Qualifications website.

Centre standardisation materials for NEA units

Marked examples of student work will be provided to support the centre marking and standardisation process.

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Training and support from Pearson

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of Foundation Certificates. These sector-specific events are developed and delivered by subject specialists.

People to talk to

There are many people who can support you and give you advice and guidance on delivering your Foundation Certificates. They include:

- Subject Advisors – they are available for all sectors. They have expertise across Pearson qualifications within their sector and can answer queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website explains how to contact us for general queries. For specific queries, our service teams will direct you to the relevant person or department.
- Pearson Quality Advisors – they can support centres with the quality assurance aspects of programme delivery.

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Appendix 1

Glossary of terms used for NEA marking grids

Level-based descriptor	Generic Level 2 NEA evidence definition
Accurate	Evidence is correct and precise, with few or no substantive errors in the knowledge, reasoning, processes or outcomes presented.
Adequate	Evidence meets the essential requirements of the task but may lack breadth, depth, precision or consistency.
Appropriate	Evidence is relevant and suitably matched to the task, context, purpose or intended outcome.
Assured	Evidence demonstrates secure control and confidence, with decisions, reasoning or skills applied consistently and effectively.
Basic	Evidence addresses straightforward aspects of the task but shows only elementary knowledge, reasoning, control or development.
Clear	Evidence is readily understood, relevant points are expressed directly, and the relationship between ideas, actions or outcomes is apparent.
Competent	Evidence demonstrates a sound and dependable standard of knowledge, understanding or skill sufficient to meet the task requirements.
Comprehensive	Evidence covers the relevant aspects of the task in substantial breadth and depth, with few siginifcant ommissions
Confident	Evidence shows secure and purposeful application, with decisions or skills carried out with limited hesitation or uncertainty.
Considered	Evidence shows that relevant information, alternatives or implications have been deliberately examined before choices or conclusions are made.
Consistent	Evidence maintains an appropriate standard across the response, process or outcome, with limited variation in quality or control.
Convincing	Evidence presents well-supported reasoning or outcomes that provide a strong basis for accepting the conclusion, choice or judgement.

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Level-based descriptor	Generic Level 2 NEA evidence definition
Detailed	Evidence includes specific and relevant information that develops the response beyond general or outline statements.
Developed	Evidence extends ideas, reasoning or work sufficiently, showing progression and purposeful elaboration.
Effective	Evidence achieves the intended purpose or outcome and is supported by relevant, well-applied knowledge, reasoning or skill.
Elementary	Evidence demonstrates only introductory knowledge, understanding or skill and addresses the task at a simple level.
Focused	Evidence remains closely directed towards the task, purpose or intended outcome and avoids significant irrelevant material.
Fluent	Evidence is produced smoothly, accurately and with sustained control, with ideas or skills integrated naturally.
General	Evidence is broadly relevant but lacks the specific detail, contextual application or precision needed for a stronger response.
Inconsistent	Evidence varies noticeably in relevance, accuracy, control or quality across the response or outcome.
In-depth	Evidence explores relevant aspects with substantial detail, explanation and sustained reasoning.
Insightful	Evidence demonstrates a strong and perceptive understanding of significance, relationships or implications that may not be immediately obvious.
Limited	Evidence demonstrates a restricted range, depth, accuracy or control and addresses only some aspects of the task.
Logical	Evidence follows a valid and orderly sequence in which conclusions, decisions or outcomes arise from the information presented.
Mature	Evidence demonstrates well-developed judgement, control and awareness appropriate to the vocational context and purpose.

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Level-based descriptor	Generic Level 2 NEA evidence definition
Partial	Evidence addresses only part of the task or demonstrates the required quality incompletely, with important gaps or undeveloped areas.
Perceptive	Evidence identifies and explains important meanings, relationships or implications with a high degree of discernment.
Pertinent	Evidence is directly relevant and makes a purposeful contribution to the task, reasoning or outcome.
Reasoned	Evidence uses connected reasons and relevant support to explain decisions, conclusions or judgements.
Relevant	Evidence relates appropriately to the task, context, issue or intended outcome.
Secure	Evidence demonstrates firmly established knowledge, understanding or skill, applied with consistent control and few significant weaknesses.
Simplistic	Evidence reduces an issue or task to basic points and overlooks relevant complexity, relationships or competing factors.
Sophisticated	Evidence demonstrates highly developed, integrated and discerning knowledge, reasoning or skill, handled with precision and subtlety.
Sound	Evidence demonstrates a generally secure and credible standard, supported by relevant knowledge, reasoning or skill, despite some limitations.
Suitable	Evidence is appropriate for a particular purpose.
Superficial	Evidence addresses surface features but lacks explanation, analysis, development or engagement with underlying significance.
Supported	Evidence is backed by relevant examples, findings, sources, observations or reasoning rather than assertion alone.
Sustained	Evidence maintains the stated quality, line of reasoning or level of control across the response, process or outcome.

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Level-based descriptor	Generic Level 2 NEA evidence definition
Thorough	Evidence addresses the relevant aspects of the task carefully and in substantial breadth and depth, with strong supporting detail and few omissions.

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Appendix 2

Command word taxonomy for examined assessment units

This is a summary of the key terms that may be used in the examined assessment. Please note, the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command word	Simplified definition
Calculate	Use mathematical methods to work out an answer.
Complete	Add the required information to a table, diagram or other given format.
Describe	Give an account of something or set out the stages of a process. Include relevant detail, but reasons or justification are not required.
Discuss	Consider different aspects of an issue, situation, problem or argument in detail and explain how they relate to each other. A conclusion is not required.
Evaluate	Review relevant information and evidence, consider strengths, weaknesses or alternatives, and reach a supported judgement. Where required, make an appropriate recommendation.
Explain	Give a relevant point and a linked reason that shows why or how something occurs.
Identify	Select the required relevant information, usually from a stimulus or resource.
State/give/name	Recall and provide the required piece or pieces of information.

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Appendix 3

Mapping between Department of Education subject content and Pearson content and Pearson Level 2 Foundation Certificate in Education

DfE LO1 Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	
DfE Education Foundation Certificate subject content statement	**Pearson qualification**
The key learning stages in the UK education system: early years foundation stage, primary school (key stage 1 and 2), secondary school (key stage 3 and 4) and post-16 provision.	Unit 1: A1
The different types of learning activities: acquisition, inquiry-based, collaborative, practical, production and technology-based e.g. digital learning tools.	Unit 1: A5
How to set specific learning goals: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) criteria, student centred goals, use of action verbs and limiting the number of goals.	Unit 1: A4
Resources needed for learning activities: equipment, technology, materials, staffing, required space, and time available for the activity.	Unit 1: B1
Assessment methods used to confirm learning goals have been met: observation, questioning, learner-led reflection, starter assessment compared to plenary assessment and reviewing outputs, e.g. reports, answers or artefacts.	Unit 1: A7
Sources of information needed to design a learning activity: learner profile, group/class profile, learning goal requirements and any resource requirements and constraints.	Unit 1: A2
The importance of using specific learning goals in designing learning activities for all learners: expected early learning goals within the statutory framework and areas of learning and development from birth to five years, goals related to areas of learning and	Unit 1: A3

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development within the National Curriculum, and goals in post-16 and adult education.	
The purpose and suitability of different types of learning activities for different learning stages; the use of teacher-centred activities, learner-initiated activities, collaborative activities, interactive activities and technology-based activities.	Unit 1: A6
The importance of designing learning activities to minimise waste including ways to refuse, reduce, reuse, repurpose and recycle.	Unit 3: D1
Identify and interrogate relevant sources of information to plan learning activities.	Unit 1: B2
Plan learning activities which: • are suitable for the learning stage • use appropriate resources • align with the learning goal(s) • use assessment method(s) to evidence learning has taken place.	Unit 1: B3
Identify ways to minimise waste in the use of resources when planning learning activities.	Unit 3: D2
Apply written communication skills to plan learning activities.	Unit 1: B4
Apply numeracy skills to calculate resource requirements for learning activities.	Unit 1: B1 and Unit 3: D3
Apply digital skills to create plans for learning activities by producing, organising, storing and retrieving digital content.	Unit 1: B11

DfE LO2 Demonstrate purposeful communication with others to share information relating to learner progress	
DfE Education Foundation Certificate subject content statement	**Unit in Pearson qualification**
The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting.	Unit 2: A1

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Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology.	Unit 2: A4
The ways to ensure communication is purposeful: being clear, being concise, being courteous, using active listening techniques, being aware of the audience, being aware of the effect of non-verbal communication.	Unit 2: A5
The ways to demonstrate active listening to communicate purposefully: paying attention, allowing others to speak, responding rather than just delivering information.	Unit 2: A6
The different non-verbal communication techniques: body language, facial expression, eye contact, personal space and professional appearance.	Unit 2: A7
Potential barriers to purposeful communication, the impact of these barriers and ways to overcome them: language differences, using jargon, using technical language, cultural differences, physical conditions (e.g. hearing impairment) and providing too much information.	Unit 2: A8
Why safeguarding, confidentiality and data protection are important when sharing learner information, when confidentiality may need to be breached and how consent is obtained and used.	Unit 3: C1
Why it is important to identify the context of any communication: who the communication is with, where the communication is taking place, how the communication takes place, and any relevant prior communication or background.	Unit 2: A2
Identify the context of a given communication scenario: who the communication is with and what information is required and why.	Unit 2: A9
Identify what information can or cannot be shared.	Unit 2: A3

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Identify appropriate communication techniques to share required information.	Unit 2: A10
Communicate purposefully with different individuals through the use of visual, oral and written communication methods to share required information	Unit 2: A11
Apply digital skills to support purposeful communication by producing, organising, storing and retrieving digital content.	Unit 2: B10

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

DfE Education Foundation Certificate subject content statement	Unit in Pearson qualification
Why inclusion is important when designing learning activities.	Unit 1: B5
How inclusion is applied when delivering learning activities to meet the needs of diverse learners.	Unit 1: B7
Ways to support inclusion when delivering learning activities: presenting content in different formats, allowing learners to demonstrate understanding in different ways, varying activities, using accessible language, scaffolding learning, making use of different media, making use of digital tools and assistive technology, identifying and removing physical barriers, providing necessary resources and support.	Unit 1: B8
Why statutory frameworks related to inclusion are important: the Early Years Foundation Stage (EYFS), the SEND code of practice and the Equality Act 2010.	Unit 3: C2
How guidance and approaches support inclusive practice, including the role of the Education Endowment Foundation (EEF) and Universal Design for Learning (UDL).	Unit 3: C3
Investigate given information about learning activities and learners in relation to supporting inclusion in learning.	Unit 1: B6
Investigate information in guidance and frameworks in relation to supporting inclusion in learning.	Unit 3: C4

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Propose ways to support inclusion for specific learning activities for specific learners or groups of learners.	Unit 1: B9
Apply communication skills to propose ways to support inclusion for specific learning activities for specific learners or groups of learners.	Unit 1: B10
Apply digital skills to propose ways to support inclusion by producing, organising, storing and retrieving digital content.	Unit 1: B11

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

DfE Education Foundation Certificate subject content statement	Unit in Pearson qualification
The definition of a hazard.	Unit 2: B1
The definition of a risk.	Unit 2: B2
The purpose of risk assessment in education: to identify hazards to health and safety, evaluate the risk of harm resulting from those hazards and take appropriate action to protect employees, learners and visitors.	Unit 2: B3
The components of a risk assessment document: what the hazards are, who might be harmed, what controls are in place, what further controls are needed, and who is responsible for this.	Unit 2: B6
Main hazards to consider when setting up indoor learning activities: equipment, materials, sharp objects, small objects that can be a choking hazard for children, furniture and fixtures and electrical services.	Unit 2: B4
Controls used to minimise risks: removing the hazard, reducing exposure, use of Personal Protective Equipment (PPE), training in relation to use of equipment and other materials and equipment maintenance.	Unit 2: B5
The importance of the legal requirement of employers to protect employees, and others, from harm including the existence of the Health and Safety at Work Regulations 1999.	Unit 3: C5

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Observe learning activities to apply the process of risk assessment, identifying hazards and assessing risk.	Unit 2: B7
Complete risk assessment documentation.	Unit 2: B8
Apply communication skills to convey results of risk assessment.	Unit 2: B9
Apply digital skills to convey the results of risk assessment by producing, organising, storing and retrieving digital content.	Unit 2: B10

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

DfE Education Foundation Certificate subject content statement	Unit in Pearson qualification
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.	Unit 3: A1
The difference between quantitative and qualitative information, records and data.	Unit 3: A2
The main types of assessment used in the education sector: formative, summative, diagnostic and comparative.	Unit 3: A4
The role of different types of assessment information, records and data: to provide quantitative or qualitative results, to provide stand-alone results or results over a period, to provide comparative results with others, to provide comparative results against learners' previous work and to provide baseline information.	Unit 3: A5
How to interpret information, data and records, including the identification of patterns and trends, summarising results, determining the most relevant aspects to focus on when making recommendations to maximise learner progress.	Unit 3: B1

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How to make recommendations to maximise learner progress by providing focused, actionable feedback which highlights both strengths and areas for improvement and is linked to expected goals.	Unit 3: B3
Interpret given information, records and data related to learners' performance.	Unit 3: B2
Propose next steps in learning based on the interpretation of given information, records and data.	Unit 3: B4
Apply communication skills to make recommendations which will support learners to maximise their progress	Unit 3: B5
Apply numeracy skills when interpreting quantitative data.	Unit 3: A3
Apply digital skills to make recommendations by producing, organising, storing and retrieving relevant digital content.	Unit 3: B6

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