Pearson Level 3 V Level in Education

Specification

First teaching September 2027

Pre-Accreditation Draft

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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 3 V Level 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

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Introduction

About V Levels

V Levels are Level 3 vocational qualifications developed for post-16 students who want to explore a sector, or multiple sectors, without specialising too early. Available in a single size of 360 guided learning hours (GLH), they give students the flexibility to build a broader programme of study that reflects their interests and future ambitions.

Students can combine a V Level with other V Levels, other vocational qualifications, A Levels or, where appropriate, English and maths qualifications. This flexibility helps them to keep their options open while developing valuable knowledge and skills.

Based on the Department for Education (DfE) subject content, V Levels combine theory, practical learning and transferable skills. Through applied work-related learning, students develop understanding of a sector and build the confidence to take their next step into higher education, apprenticeships or further technical study.

Unlike T Levels, V Levels provide a broad vocational pathway 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 V Levels from Pearson?

Drawing on decades of vocational expertise and our strong partnerships with educators, employers and higher education institutions, Pearson has developed V Levels that support meaningful progression 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, deepen 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 academic and vocational qualifications helps you to build coherent study programmes that reflect students' aspirations and support progression to positive destinations.

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

This specification document should be used in conjunction with the *Pearson V Levels Supplementary Specification*, available on our website.

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1 Pearson Level 3 V Level in Education – Purpose

Who is the qualification for?

The Pearson Level 3 V Level in Education is for post-16 students who want to explore their options through applied learning. It is suitable for students who are interested in careers in education and learning and want to develop sector-relevant knowledge, understanding and skills alongside other Level 3 qualifications in their study programme, to progress to related higher education courses or apprenticeships.

The qualification develops students' understanding of the principles, evidence and practices that support effective, inclusive and safe learning from birth to adulthood. Students will understand how learning and development are influenced by pedagogy, assessment, relationships, inclusion, educational environments and wider statutory responsibilities. The qualification focuses on applying education concepts and evidence in defined contexts, enabling students to develop the knowledge, understanding and judgement needed to plan learning, support participation and progress, communicate purposefully, and promote safety and wellbeing.

How will students apply their learning?

Students will apply their knowledge, understanding and skills to:

- plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place
- propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students
- recommend adaptations to learning sessions to promote inclusion, access, participation and progress
- plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning
- evaluate assessment information, records and data to set specific individual learning goals to feed back to students as part of the assess-teach feedback cycle.

What knowledge and understanding will students develop?

Students will develop knowledge and understanding of:

- **Learning, development and evidence-informed pedagogy:** human development from birth to adulthood; cognitive science; and social, emotional and environmental influences on learning and pedagogical approaches.
- **Planning learning, objectives and educational environments:** how learning sessions are structured; the selection of objectives, success criteria, activities, resources and environments; and how planning decisions support learning and measurable progress.

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- **Assessment, feedback and student progress:** the purposes, strengths and limitations of different types of assessment and interpretation of assessment information; setting learning goals and giving feedback.
- **Communication, relationships and multi-professional working:** principles and methods of effective communication; building positive relationships; confidentiality and information sharing; and working with learners, families, carers, colleagues and other professionals.
- **Inclusion, accessibility and participation:** the principles and approaches that support access, participation and progress for diverse learners.
- **Health, safety, safeguarding and wellbeing:** the principles, responsibilities, legislation and guidance that support health, safety, safeguarding and wellbeing in educational settings, including risk assessments and safe practice.
- **Reflective practice and professional improvement:** the purpose, models and structured application of reflection.
- **Technology-enhanced learning and digital responsibility:** how digital tools and media can enhance learning, accessibility, research, communication and collaboration, alongside online safety and responsible handling of information.

Sector-specific skills

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

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

Transferable skills

Students are expected to develop the following transferable skills:

- communicating
- decision making
- planning
- analysing and critical thinking
- evaluating
- observing
- recording

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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.

Which other qualifications can be taken alongside this V Level?

This V Level can be taken alongside other complementary Level 3 qualifications such as V Levels, A Levels and where appropriate, English and maths qualifications.

What can the qualification lead to?

This qualification, when taken as part of a coherent study programme, can lead to progression to the following:

- PGCE (Postgraduate Certificate in Education) – potential career outcomes include Teacher in Primary or Secondary settings, Qualification Teacher Status (QTS)
- Teach – Undergraduate Apprenticeship – potential career outcomes include Teacher in Primary or Secondary settings, QTS
- Teaching Assistant Apprenticeship – potential career outcomes include Teaching Assistant in Primary or Secondary Education
- Specialist Teaching Assistant Apprenticeship – potential career outcomes include Specialist Teaching Assistants support provision related to special educational needs and disability (SEND) in primary or secondary settings
- Learning and Skills Teacher Apprenticeship (post 16 learning) – potential career outcomes include Further Education Training.

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2 Qualification overview and key information

Qualification at a glance

Qualification title	Pearson Level 3 V Level in Education
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/08/2027
First certification date	Summer 2029
Approved age ranges	16–18 18+ 19+
Total qualification time (TQT)	474 hours.
Guided learning hours (GLH)	360 hours.
Duration	Intended to be taken over a 2-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 Assessment (NEA). 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. This assessment is terminal, meaning it must be taken in the students' final assessment series for the qualification. Further information on assessment requirements is provided in each unit.
Examined assessment availability	Assessments are available in May/June each academic year. First assessment: May/June 2029

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Qualification title	Pearson Level 3 V Level in Education
NEA submission	There is one submission window in May each academic year. Students must be registered for the qualification and entered for the unit before you can submit NEA outcomes for moderation.
Resubmission of NEA	Students have one resubmission opportunity for each NEA. Under certain circumstances, a centre can authorise a resubmission of improved evidence for an NEA before marks and evidence are submitted to Pearson for moderation. Information on the conditions for authorising NEA resubmissions is in the *Pearson V Levels Supplementary Specification*.
Retakes	• NEA – following moderation, students can retake an NEA in the next available assessment window. Unless specified, students must respond to the series in which they are taking the retake. • Examined assessment – students may retake the assessment in any available series, subject to the terminal assessment rule.
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 A* to E plus P (Pass) and U (Unclassified).
UCAS points	This qualification is recognised in the UCAS tariff tables. You will find more information on the UCAS website.

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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.

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 3 V Level in Education has:

- Total Qualification Time: 474 hours
- Guided Learning Hours: 360 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 3 mandatory units.

Unit number	Unit title	GLH	Weighting	How assessed	Mandatory or optional
1	Inclusive Planning and Safe Practice	108 GLH	30%	Centre marked, Pearson moderated NEA	Mandatory
2	Communication and Assessment for Progress	108 GLH	30%	Centre marked, Pearson moderated NEA	Mandatory
3	Education in Practice: Core Principles	144 GLH	40%	Examination, Pearson marked	Mandatory

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Assessment

Assessment is designed to meet the purposes of the V Level 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	27%
AO2	Apply knowledge and understanding to plan, carry out tasks, produce outputs, and use information appropriately	44%
AO3	Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations	29%

Breakdown of assessment objectives (AOs)

Unit	AO1	AO2	AO3	Total % for assessment objectives
Unit 1: Inclusive Planning and Safe Practice	3%	18%	9%	30%
Unit 2: Communication and Assessment for Progress	7%	10%	13%	30%
Unit 3: Education in Practice: Core Principles	17%	16%	7%	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 NEAs are released once a year 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: Inclusive Planning and Safe Practice	4 tasks, marked out of a total of 90 marks and completed over 11 hours.	Released in September for May submission. First submission May 2028
Unit 2: Communication and Assessment for Progress	3 tasks, marked out of a total of 90 marks and completed over 11 hours.	Released in September for May submission. First assessment May 2028

Further information about the design and delivery of NEAs, including levels of control, marking, resubmissions and retakes is provided in the *V Levels Supplementary Specification,* available on our website.

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Assessment by examination

Unit 3: Education in Practice: Core Principles is assessed through an 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 examined assessment 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: Education in Practice: Core Principles	A written examination, set and marked by Pearson, completed under supervised conditions. It must be taken in the students' final assessment series for the qualification to meet the terminal assessment rule. The written examination is worth 110 marks and lasts for 2 hours and 15 minutes.	May/June First assessment May/June 2029

Further information about examined assessments is provided in the *Pearson V Levels 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.

Synoptic assessments provide opportunities for students 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 V Levels Supplementary Specification,* available on our website.

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Grading of the qualification

The qualification is graded using a scale of A* to E, P (Pass) and U (Unclassified). The overall grade is a direct aggregation of performance across individual units.

Further information about grading is provided in *Section 5: Final grading and awarding*.

UCAS tariff points

This V Level qualification attracts UCAS points. Please go to the UCAS website for full details of the points allocated.

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3 Units

Understanding your units

The units in this specification set out details of all the knowledge and skills a student must acquire, and the assessment requirements that will support you in preparing your students. 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

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Section	Explanation
	clarity and consistency in the interpretation and delivery of the specification. All content is mandatory. The content sets out the full requirement for teaching and assessment, except where: b) 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 non-exhaustive lists, denoted as 'including'. Content following 'including' statements shows 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. It might be applied when progressing to further study.
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.

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Section	Explanation
Assessment summary	This sets out the form of examined assessment and the way in which it is used to assess achievement.
Resource requirements	This section lists any specific resources that you need to be able to teach and for learners to take the assessment. For information on support resources see *Section 6: Resources and support*.

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Unit 1: Inclusive Planning and Safe Practice

Assessment type: Non-exam assessment (NEA)
Unit type: Mandatory
Guided learning hours: 108

Introduction

Education professionals need to plan learning carefully so that activities are purposeful, safe and appropriate for different learners. This unit develops learners' understanding of how knowledge of learning, development, assessment and professional responsibilities informs the planning of effective learning experiences.

A strong focus is placed on inclusive delivery, including how barriers to learning can be identified and reduced through appropriate teaching approaches, resources, scaffolding, technology, assessment and feedback. Learners consider how education professionals adapt their practice to promote accessibility, participation and progress while maintaining positive relationships and safe learning environments.

Learners will apply these principles to education contexts, developing their ability to plan, justify and evaluate inclusive approaches and make reasoned decisions about practice. These knowledge and skills provide a foundation for progression to further or higher education, apprenticeships and employment within education and related sectors.

Students should be given opportunities to develop their knowledge and skills in a range of contexts including different learners, learning environments, inclusive practices and risk assessment scenarios.

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Teaching content

Content area A: Planning well-structured learning sessions

Content outcome	Content detail
A1 Be able to select and justify pedagogical approaches that support learning and progress	**A1.1 Pedagogical approaches** **A1.1.1** Demonstration/modelling: showing skills, processes or behaviours before learners practise or apply them **A1.1.2** Direct instruction: structured, teacher-led explanation and instruction **A1.1.3** Enquiry-based: investigating questions, scenarios or problems to develop understanding **A1.1.4** Collaborative: paired or group learning towards shared outcomes **A1.1.5** Problem-based: applying knowledge and skills to realistic problems **A1.1.6** Experiential: learning through practical experience, application and reflection **A1.2 Theories informing planning and delivery** **A1.2.1** Albert Bandura, Social Learning Theory: learning through observation, imitation and modelling, including demonstrations, role models and peers **A1.2.2** Jerome Bruner: discovery learning and scaffolding through exploration, problem solving and gradually reduced support **A1.2.3** Lev Vygotsky: learning through social interaction, the Zones of Actual and Proximal Development, collaboration and scaffolding **A1.2.4** B. F. Skinner: reinforcement of behaviours through feedback, consequences and rewards **A1.3 Applying pedagogical theories and approaches** **A1.3.1** How theories and approaches inform learning-session planning and delivery **A1.3.2** Strengths and limitations of different approaches **A1.3.3** How approaches support different knowledge, skills and behaviours **A1.3.4** Suitability for different learners, intended learning and contexts

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Content outcome	Content detail
	A1.4 Selecting pedagogical approaches Consideration of factors including **A1.4.1** Learner age, development, ability, independence, needs and starting points **A1.4.2** Intended knowledge, skills and behaviours, and subject content and complexity **A1.4.3** Resources, staffing, environment, accessibility and safety **A1.4.4** Time, pace, practice and assessment opportunities **A1.5 Evaluating pedagogical approaches** **A1.5.1** Judging suitability and effectiveness in supporting learning, participation and progress **A1.5.2** using evidence of learner response and progress to inform future choices
A2 Be able to select and adapt learning activities to support intended outcomes and learner success.	**A2.1 Learning strategies and activities** **A2.1.1** Teacher-led: explanation, instruction, questioning and demonstration of processes, techniques or skills **A2.1.2** Student-led: learner responsibility through exploration, collaboration and decision making **A2.1.3** Open questioning: reasoning, explanation or justification beyond recall **A2.1.4** Role play and simulation: acting out real, realistic or hypothetical situations, or recreating realistic contexts through structured activities **A2.1.5** Group discussion and small-group work: sharing, questioning and developing ideas, and collaborating on tasks, problems or outcomes **A2.1.6** Case study: analysing real or realistic situations **A2.1.7** Individual activity: independent practice or consolidation **A2.2 Strategies supporting learning outcomes** How strategies are used to **A2.2.1** introduce knowledge and model processes or outcomes

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Content outcome	Content detail
	A2.2.2 apply knowledge and skills and promote collaboration **A2.2.3** check understanding and demonstrate learning and progress **A2.3 Supporting learner success** **A2.3.1** How activities supporting access and consider appropriate challenge, engagement, autonomy and independence **A2.4 Selecting and adapting activities** **A2.4.1** aligning activities with intended learning **A2.4.2** consideration of learner needs, abilities, starting points and support requirements **A2.4.3** consideration of resources, environment and time **A2.4.4** adapt instructions, materials, support or methods of participation where required **A2.5 Evaluating learning activities** **A2.5.1** judge how effectively activities support intended learning, participation, challenge and progress **A2.5.2** use learner responses and outcomes to inform future activity selection

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Content outcome	Content detail
A3 Be able to select and adapt inclusive learning environments that support participation and progress	**A3.1 Types of learning environment** **A3.1.1** Physical: classrooms, workshops, libraries, training rooms and other face-to-face environments, both indoors and outdoors **A3.1.2** Virtual: online platforms and digital learning environments **A3.1.3** Hybrid: combining face-to-face and online participation **A3.2 Selecting learning environments** Consideration of factors including **A3.2.1** space, layout, capacity, technology, equipment and resources **A3.2.2** learner needs, accessibility and inclusion **A3.2.3** health, safety and wellbeing **A3.2.4** intended learning and activities. **A3.3 Environments supporting learning** How environments support **A3.3.1** access, participation, engagement and interaction **A3.3.2** wellbeing and safety **A3.3.3** independence, achievement and progress **A3.4 Adapting environments** Adaptations to environments including **A3.4.1** layout, seating, physical access and movement **A3.4.2** lighting, noise and visibility **A3.4.3** resources and technology **A3.4.4** participation methods and additional or specialist support **A3.5 Evaluating environments** **A3.5.1** Judging whether environments and adaptations are accessible, safe and appropriate and support participation, engagement and progress

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Content outcome	Content detail
A4 Be able to select, adapt and evaluate resources that support accessible and effective learning.	**A4.1 Types of learning resource** **A4.1.1** handouts, worksheets, texts and visual/audiovisual resources **A4.1.2** practical equipment, materials and specialist facilities **A4.1.3** digital technology, software and online learning platforms **A4.1.4** teaching, learning and specialist support **A4.2 Selecting resources** Considerations when selecting resources including **A4.2.1** intended learning, planned activities and learning environment **A4.2.2** learner age, stage, starting points and learning/support needs **A4.2.3** language, literacy, numeracy and digital skills **A4.3 Practical considerations** **A4.3.1** availability, cost, time and space **A4.3.2** staffing and specialist support **A4.3.3** technology reliability, accessibility, learner confidence and competence **A4.3.4** sustainability **A4.3.5** safeguarding, health and safety **A4.4 Selecting, adapting and evaluating resources** **A4.4.1** select resources appropriate to learners, activities and intended learning **A4.4.2** adapt resources to improve accessibility and participation while maintaining challenge **A4.4.3** evaluate their effectiveness in supporting learning and progress
A5 Be able to set SMARTER learning objectives and success criteria to support and measure progress.	**A5.1 Learning objectives and success criteria** **A5.1.1** Learning objectives: intended knowledge, understanding or skills **A5.1.2** Success criteria: indicators of whether intended learning has been achieved

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Content outcome	Content detail
	A5.2 Setting effective learning objectives Considerations including **A5.2.1** Learner-centred aims **A5.2.2** alignment with intended learning **A5.2.3** using appropriate action verbs **A5.2.4** appropriately challenging **A5.2.5** limited to an achievable number **A5.3 SMARTER approach to learning objectives** **A5.3.1** Specific: clearly defined **A5.3.2** Measurable: observable or measurable **A5.3.3** Achievable: realistic while providing appropriate challenge **A5.3.4** Relevant: linked to intended learning and learner needs **A5.3.5** Time-bound: achievable within the timeframe **A5.3.6** Evaluated: achievement can be assessed **A5.3.7** Reviewed: outcomes inform future planning **A5.4 Understand how to use objectives and success criteria to support learning** **A5.4.1** intended knowledge, understanding and skills **A5.4.2** learner stage, ability and starting points **A5.4.3** appropriate challenge **A5.4.4** opportunities to demonstrate achievement **A5.5 Reviewing objectives** **A5.5.1** Compare achievement against objectives/success criteria and use evidence to inform future planning **A5.5.2** How and why specific learning objectives and success criteria support measurement of progress against developmental and learning expectations

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Content outcome	Content detail
A6 Be able to structure and sequence learning sessions to support understanding, application and progress	**A6.1 Components of a well-structured learning session** **A6.1.1** Recap: retrieving and reviewing prior learning **A6.1.2** Aims and objectives: communicating intended learning **A6.1.3** New concepts: introducing knowledge, skills or ideas **A6.1.4** Modelling and scaffolding: demonstrating expected processes, skills or outcomes with temporary support towards independence **A6.1.5** Application: practising and applying knowledge and skills **A6.1.6** Plenary: reviewing learning, checking understanding and identifying next steps **A6.2 Effective sequencing** **A6.2.1** Clear beginning, middle and end **A6.2.2** progressively introducing new learning, building on prior learning **A6.2.3** progressing from modelling and support to independent application, with practice and review **A6.3 Factors affecting sequencing** A6.3.1 Pace, time and transitions A6.3.2 engagement, concentration, barriers and support requirements A6.3.3 assessment opportunities and transfer of learning **A6.4 Evaluating session structure** **A6.4.1** Review whether sequencing, pace, transitions and support enabled learners to understand, apply and progress

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Content outcome	Content detail
A7 Be able to use learner and session information appropriately to inform planning	**A7.1 Sources of planning information** **A7.1.1** Learner/class profiles, individual support plans and EHCPs **A7.1.2** initial assessment, prior attainment and attendance/progress records **A7.1.3** learner discussions and feedback **A7.1.4** relevant colleagues and support staff **A7.2 Using learner and class information to inform planning** **A7.2.1** Attainment, starting points, attendance and progress **A7.2.2** learning/support needs, strengths and potential barriers **A7.2.3** learner/group characteristics, interests and experience **A7.3 Using information to plan learning.** Identify, investigate and analyse appropriate sources of information required to plan learning sessions to inform **A7.3.1** objectives, challenge and assessment methods **A7.3.2** activities, scaffolding and additional support **A7.3.3** resources and environment **A7.4 Professional use of information** **A7.4.1** Use relevant information appropriately, avoiding assumptions **A7.4.2** store and share appropriately, maintaining confidentiality and privacy **A7.4.3** follow safeguarding requirements and professional boundaries **A7.5 Reviewing planning information** **A7.5.1** Recognise changing learner needs, attainment and progress and update planning, challenge and support accordingly

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Content outcome	Content detail
A8 Be able to select and use assessment methods to demonstrate measurable progress	**A8.1 Purposes of assessment** **A8.1.1** Identify starting points and support needs **A8.1.2** check understanding and measure learning and progress **A8.1.3** inform feedback, teaching and learning adaptations, and future planning **A8.2 Formative and summative assessment** **A8.2.1** Formative: used during learning to identify understanding, progress and next steps **A8.2.2** Summative: used to judge learning or achievement at the end of a defined period of learning **A8.2.3** differences between formative and summative assessment **A8.2.4** how each is used to measure progress **A8.3 Assessment methods** **A8.3.1** Knowledge: questioning, quizzes, discussion and written work **A8.3.2** Skills: observation, demonstration, practical activities, role play and simulation **A8.3.3** Understanding: reflection, presentations, case studies and professional discussion **A8.4 Demonstrating measurable progress** **A8.4.1** Starter/plenary comparison **A8.4.2** observation and student-led reflection **A8.4.3** written responses/reports, practical work and artefacts **A8.4.4** presentations and demonstrations

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Content outcome	Content detail
	A8.5 Limitations of assessment evidence **A8.5.1** Incomplete evidence **A8.5.2** variation in performance/participation **A8.5.3** confidence affecting demonstration **A8.5.4** differences in interpretation/observer judgement **A8.6 Selecting assessment methods** **A8.6.1** Select methods appropriate to intended knowledge, understanding and skills **A8.6.2** align assessment with objectives/success criteria **A8.6.3** provide suitable opportunities to demonstrate progress **A8.7 Using assessment evidence** **A8.7.1** Judge progress **A8.7.2** identify feedback/support needs **A8.7.3** inform adaptations and future learning **A8.7.4** evaluate whether assessment provides suitable evidence of measurable progress
A9 Apply knowledge and understanding of how development influences learning and inclusive planning	**A9.1 Areas of development** **A9.1.1** Physical: growth, health, mobility, coordination and sensory development **A9.1.2** Cognitive: thinking, memory, reasoning, understanding and problem solving **A9.1.3** Social: communication, interaction, teamwork and relationships **A9.1.4** Emotional: confidence, resilience, self-awareness and emotional regulation

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Content outcome	Content detail
	A9.2 How development influences learning Effects on **A9.2.1** access, participation, communication and interaction **A9.2.2** understanding, information processing, and development and application of knowledge and skills **A9.2.3** confidence, engagement and independence **A9.3 Development-informed planning** Consider developmental stage and individual differences when determining **A9.3.1** activities/challenge **A9.3.2** environments **A9.3.3** resources **A9.3.4** scaffolding/support/feedback **A9.3.5** assessment opportunities **A9.3.6** approaches to reducing barriers **A9.4 Individual differences and inclusion** **A9.4.1** Recognise different developmental rates/patterns **A9.4.2** identify support requirements **A9.4.3** avoid assumptions based solely on age/stage **A9.4.4** provide appropriate access and challenge **A9.5 Evaluating development-informed planning** **A9.5.1** Judge how effectively planning reflects development and individual differences and supports access, participation, engagement and progress

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Content outcome	Content detail
A10 Be able to apply written, numeracy and digital skills to produce coherent learning plans	**A10.1 Learning plan requirements** **A10.1.1** Session title/topic **A10.1.2** objectives, success criteria and assessment opportunities **A10.1.3** activities, timings and sequencing **A10.1.4** resources, differentiation and support **A10.1.5** relevant health and safety considerations **A10.2 Written communication** **A10.2.1** Clear, accurate and appropriate language **A10.2.2** logical structure/presentation **A10.2.3** appropriate terminology **A10.2.4** accurate spelling, punctuation and grammar **A10.3 Applying numeracy skills in planning** **A10.3.1** Allocate activity time **A10.3.2** calculate learner groupings **A10.3.3** calculate/estimate resource quantities **A10.3.4** consider staffing requirements and ratios **A10.4 Applying digital skills within lesson plans** **A10.4.1** Create plans and associated information **A10.4.2** organise/update information **A10.4.3** securely store/retrieve information **A10.4.4** access/share planning information appropriately **A10.5 Producing and refining plans** **A10.5.1** Bring objectives, activities, resources, sequencing, assessment, support and safety considerations together into a coherent plan **A10.5.2** check/refine for clarity, accuracy, suitability and practicability

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Content area B: Inclusive practice and the adaptations

Content outcome	Content detail
B1 Apply knowledge and understanding of inclusive design principles to support access, participation and progress	**B1.1 Principles of inclusive design** **B1.1.1** Planning learning to reduce barriers from the outset and support the widest possible range of learners, including differences in ability, language, age and culture **B1.1.2** Inclusive design supports accessibility, participation, appropriate challenge, engagement and progress **B1.2 Inclusive planning and delivery** **B1.2.1** Apply inclusive principles to objectives, activities, environments, support, and resources so learners have appropriate opportunities to access, participate in and benefit from learning
B2 Be able to analyse learner and session information to identify needs and barriers to inclusion	**B2.1 Potential barriers to learning** **B2.1.1** Barriers may relate to learner needs, confidence, literacy, numeracy, language, sensory/physical access; inappropriate activities or challenge; inaccessible environments; communication; unsuitable/unavailable resources; assessment; availability/capability of adult support; organisational constraints, lack of training and attitudes **B2.2 Sources of learner and session information** **B2.2.1 Student information:** prior attainment and achievement, learning support needs, Education, Health and Care Plans (EHCPS), individual learning plans, teacher observations, learner feedback, progress reviews **B2.2.2 Session information:** lesson objectives, activities, resources, assessment methods, environment, timing **B2.3 Analysing information** **B2.3.1** identify relevant information about learners and sessions **B2.3.2** distinguish evidence of need from assumptions **B2.3.3** identify barriers affecting access, participation or progress

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Content outcome	Content detail
	B2.3.4 identify where adaptation may be required
B3 Be able to evaluate evidence and recommend adaptations that support inclusive learning	**B3.1 Types of adaptation** **B3.1.1** Choice, autonomy and varied responses: options for learning and demonstrating achievement **B3.1.2** Accessible information: alternative presentations, clarified/adapted vocabulary and spoken, written, visual, practical or digital formats **B3.1.3** Teaching and scaffolding: adapt methods, learning steps, examples, activities and support to learner needs, using temporary support towards independence **B3.1.4** Assistive technology: speech-to-text, text-to-speech and screen readers **B3.1.5** Physical adaptations and resources: layout, access, seating, visibility, materials, equipment and additional support **B3.2 Evidence informing adaptations** **B3.2.1** Sources of evidence: Initial assessments, Diagnostic assessments, Individual learning plans, EHCPs, Progress reviews, Learner feedback, Observation of learning, Attendance and achievement data, Discussions with support staff **B3.2.2** Evaluating evidence about learning sessions and individual learners to determine appropriate adaptations **B3.3 Factors informing professional judgement and recommendations** **B3.3.1** Evaluating evidence about sessions and learners for relevance, reliability and sufficiency **B3.3.2** intended learning and challenge **B3.3.3** staffing, specialist support, equipment, assistive technology and materials; **B3.3.4** time, group size and facilities **B3.3.5** organisational requirements and health and safety

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Content outcome	Content detail
	B3.4 Benefits and limitations of adaptations Consider effects on **B3.4.1** access, participation and learning opportunities **B3.4.2** independence, challenge, engagement and motivation **B3.4.3** dignity and confidence **B3.4.4** practicality, sustainability and safety **B3.5 Communicating recommendations** **B3.5.1** make clear, appropriate and evidence-based recommendations **B3.5.2** apply communication skills when presenting recommendations **B3.5.3** explain how recommendations address barriers and support access, participation and progress **B3.5.4** apply digital skills to produce, organise, store and retrieve digital content used to make recommendations
B4 Apply knowledge and understanding of relevant frameworks and guidance to support inclusive recommendations	**B4.1 Relevant frameworks and their purposes** **B4.1.1** Early Years Foundation Stage (EYFS): statutory requirements relating to learning, development and enabling environments **B4.1.2** SEND Code of Practice: guidance supporting children and young people with special educational needs and disabilities **B4.1.3** Equality Act 2010: equality, accessibility and reasonable adjustments. **B4.1.4** Education Endowment Foundation (EEF): evidence-informed approaches to teaching and learning **B4.1.5** Universal Design for Learning (UDL): designing learning to improve accessibility for diverse learners

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Content outcome	Content detail
	B4.2 Types of frameworks and guidance **B4.2.1** Legal/statutory requirements **B4.2.2** education/sector guidance **B4.2.3** evidence-informed approaches **B4.2.4** accessible-design frameworks **B4.3 Applying frameworks and guidance** Use relevant frameworks to **B4.3.1** identify needs/barriers **B4.3.2** inform inclusive planning **B4.3.3** select adaptations **B4.3.4** support and justify recommendations **B4.4 Factors affecting application** **B4.4.1** Learner age, developmental stage, needs and starting points **B4.4.2** intended learning **B4.4.3** environment **B4.4.4** organisational policies/requirements **B4.4.5** available resources/support

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Content area C: Identifying hazards, planning, creating and communicating risk assessments

Content outcome	Content detail
C1 Be able to plan risk assessments for contrasting indoor and outdoor learning environments	**C1.1 Purpose of risk assessment** **C1.1.1** Identifying hazards, assessing risk, implementing appropriate controls and reviewing effectiveness to support safe participation in learning **C1.2 Contrasting learning environments** **C1.2.1** Indoor: classrooms, workshops, laboratories, sports halls and training rooms **C1.2.2** Outdoor: playgrounds, visits, outdoor learning, sport and community activities **C1.3 Planning a risk assessment** Consideration of **C1.3.1** activity, environment, learners and their needs **C1.3.2** equipment, materials, resources, staffing and supervision **C1.3.3** organisational requirements **C1.3.4** assessment timing, time and resources required, and activity sequence **C1.4 Risk-assessment process** **C1.4.1** Identify hazards **C1.4.2** identify who may be affected **C1.4.3** assess likelihood and severity **C1.4.4** select controls **C1.4.5** record findings **C1.4.6** monitor and review

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Content outcome	Content detail
	C1.5 Proportionate risk management Balancing factors including **C1.5.1** safety/wellbeing **C1.5.2** inclusion/accessibility **C1.5.3** appropriate challenge **C1.5.4** independence **C1.5.5** individual learner needs **C1.5.6** meaningful and positive participation
C2 Be able to complete risk assessment documentation, including a risk matrix	**C2.1 Risk-assessment documentation** **C2.1.1** Activity/environment, hazards and people who may be affected **C2.1.2** existing and further controls, and responsibilities **C2.1.3** likelihood/risk information and risk-assessment matrix **C2.1.4** review information **C2.2 Risk-assessment matrix** **C2.2.1** Likelihood: chance of harm occurring **C2.2.2** Severity: seriousness of potential harm **C2.2.3** Risk rating: level of risk identified using the matrix **C2.3 Completing documentation** **C2.3.1** Record information clearly and accurately **C2.3.2** complete required sections **C2.3.3** ensure hazards, controls and ratings are consistent **C2.3.4** follow relevant organisational requirements

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Content outcome	Content detail
C3 Be able to observe and review learning activities to identify and manage hazards and risks	**C3.1 Understanding hazards, risks and controls** **C3.1.1** Hazard - potential source of harm **C3.1.2** Risk - likelihood and potential severity of harm **C3.1.3** Control: action used to remove, reduce or manage risk **C3.2 Identification of main hazards in contrasting environments** **C3.2.1 Indoor:** movement around a room including slip/trip/fall hazards; materials and equipment; furniture and fixtures; electrical services **C3.2.2 Outdoor:** uneven surfaces; wildlife; allergens; poisonous plants; weather; equipment; materials; lack of supervision **C3.3 Application of controls used to minimise risk** **C3.3.1** removing the hazard **C3.3.2** reducing exposure **C3.3.3** Personal Protective Equipment (PPE) **C3.3.4** training in use of equipment/materials **C3.3.5** equipment maintenance

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Content outcome	Content detail
	C3.4 Observing and monitoring risk **C3.4.1** Observe activities to identify hazards, risks and who may be affected **C3.4.2** consider learner needs and experience, supervision and support **C3.4.3** consider activity design, organisation, movement and transitions **C3.4.4** consider equipment, resources and materials **C3.4.5** monitor changes in activities, environments, learner needs and hazards, reviewing controls when circumstances change **C3.5 Reviewing controls and safe learning** **C3.5.1** how and why relevant health and safety legal requirements and guidance are applied, including adherence to the Management of Health and Safety at Work Regulations (1999) **C3.5.2** evaluate whether controls reduce risk appropriately and remain effective **C3.5.3** balance safe working/compliance with delivery of motivating learning activities **C3.5.4** consider effects on inclusion and accessibility **C3.5.5** maintain appropriate challenge and meaningful participation **C3.5.6** support independence without unnecessary restrictions

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Content outcome	Content detail
C4 Be able to respond to an incident, evaluate and recommend improvements	**C4.1 Understanding how to respond to an incident** **C4.1.1** Immediate actions to protect, support and supervise those affected **C4.1.2** First aid, escalation, reporting, recording and communication requirements **C4.1.3** Reviewing the environment, activity and existing risk assessment following an incident **C4.2 Evaluating incident responses** **C4.2.1** Evaluate strengths and limitations against legal and organisational requirements **C4.2.2** Consider the physical, emotional and participation impacts on those affected **C4.2.3** Use incident information to identify lessons and areas for improvement

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Content outcome	Content detail
C5 Be able to communicate risk assessment outcomes appropriately in different learning environments	**C5.1 Purpose of risk communication** **C5.1.1** Communicate relevant hazards, risks, controls, procedures and responsibilities so others can participate safely and understand relevant responsibilities **C5.2 Audiences and information** **C5.2.1** Audiences may include learners; teachers, tutors and trainers; support staff; parents/carers; employers/supervisors; relevant professionals **C5.2.2** Information may include hazards/risks; controls; safe-working procedures; responsibilities; emergency arrangements **C5.3 Communication methods** **C5.3.1** Verbal instructions/briefings **C5.3.2** written documents **C5.3.3** signs/visual information **C5.3.4** digital communication **C5.3.5** demonstrations **C5.4 Professional communication** **C5.4.1** Clear and accurate **C5.4.2** relevant and proportionate **C5.4.3** audience-appropriate **C5.4.4** accessible and inclusive **C5.4.5** consistent with relevant confidentiality, data-protection and safeguarding requirements

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Content outcome	Content detail
C6 Be able to apply numeracy and digital skills to complete, record and communicate risk assessments	**C6.1 Calculating and interpreting risk ratings** **C6.1.1** Apply likelihood and severity values **C6.1.2** determine the resulting risk rating using the required matrix **C6.1.3** interpret the level of risk identified **C6.2 Using numerical evidence** **C6.2.1** Compare levels of risk **C6.2.2** compare risk before/after controls where appropriate **C6.2.3** use ratings to identify priorities and inform decisions **C6.3 Applying professional judgement** Consider numerical ratings alongside **C6.3.1** learner needs **C6.3.2** environment and activity **C6.3.3** accessibility/inclusion requirements **C6.3.4** existing controls **C6.3.5** effectiveness and practicality of further controls **C6.4Maintaining digital records** **C6.4.1** Maintain accurate, current and appropriately accessible records organised to support monitoring, review and version control

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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** skills to develop well-structured and inclusive learning sessions which promote learning for all
- **decision making**, clarifying logical choices on learning environments and learning resources when planning learning sessions.
- **evaluating** by considering evidence about learning sessions and individual students to propose adaptations to promote inclusion.
- demonstrate **critical thinking skills** through the consideration of the context of the communication
- **observing** a situation to identify risks and hazards
- **recording** decisions made as part of the risk assessment process.

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

Assessment summary

The NEA for this unit consists of four tasks.

- In response to Task 1, students will use learner, group and contextual information to plan a learning session and justify their choice of learning strategies, pedagogical theories and approaches.
- In response to Task 2, students will adapt their learning session plan in response to individual learner needs and barriers, to promote inclusion, access, participation and progress.
- In response to Task 3, students will complete risk assessments for two contrasting learning environments, identifying hazards and risks and selecting and justifying appropriate control measures.
- In response to Task 4, students will evaluate a centre's response to a health and safety incident and make justified recommendations for improvement.

The assessment will take 11 supervised hours to complete.

The NEA is set by Pearson and will be marked by centres and moderated by Pearson. A new NEA for this unit will be released each September 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.

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Marking the NEA

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

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Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3
Task 1A: Produce a session plan (9 marks)			
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**
No rewardable material	**Basic** application of knowledge and understanding of planning principles for an education setting. Evidenced through: • **limited** planning that is **partially** realistic within the time, space and resources available, with measurable objectives and success criteria • activities, timings, resources and assessment opportunities that **partially** work together to meet the objectives • **partially** complete and organised documentation using the session plan template.	**Appropriate** application of knowledge and understanding of planning principles for an education setting. Evidenced through: • **sufficient** planning that is **mostly** realistic within the time, space and resources available, with measurable objectives and success criteria • activities, timings, resources and assessment opportunities that **competently** work together to meet the objectives • **mostly** complete and organised documentation using the session plan template.	**Comprehensive** application of knowledge and understanding of planning principles for an education setting. Evidenced through: • plans that are **thoroughly** realistic within the time, space and resources available, with measurable objectives and success criteria • activities, timings, resources and assessment opportunities that **fully** work together to meet the objectives • **thorough** and **well-organised** documentation using the session plan template.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3
Task 1B(i): Justification of plan: How plans were informed by learning strategies (9 marks)			
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**
No rewardable material	**Basic** application of knowledge and understanding of how learning strategies inform session planning in the education setting. Evidenced through: • **simplistic** links between the information about the learners, group, centre's priorities, resources and constraints and the learning strategies chosen • **simplistic** reasoning of how the learning strategies support learners' participation and progress.	**Appropriate** application of knowledge and understanding of how learning strategies inform session planning in the education setting. Evidenced through: • **clearly** relevant links between the information about the learners, group, centre's priorities, resources and constraints and the learning strategies chosen • **competent** reasoning of how the learning strategies support learners' participation and progress.	**Comprehensive** application of knowledge and understanding of how learning strategies inform session planning in the education setting. Evidenced through: • **thoroughly** relevant links between the information about the learners, group, centre's priorities, resources and constraints and the learning strategies chosen • **well-developed** reasoning of how the learning strategies support learners' participation and progress.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1B(ii) Justification of plan: How pedagogical theories and approaches were used to inform the plan, including modelling, scaffolding, sequencing and assessment (12 marks)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** justification of how pedagogical theories and approaches have informed the session plan. Evidenced through: • **superficial** application of pedagogical theories and approaches to the modelling, scaffolding, sequencing and assessment in the session plan • **simplistic** reasoning with **little** support from pedagogical theories and approaches for how planning decisions help learners participate and make progress.	**Adequate** justification of how pedagogical theories and approaches have informed the session plan. Evidenced through: • **partially developed** application of pedagogical theories and approaches to the modelling, scaffolding, sequencing and assessment in the session plan • **adequate** reasoning that is **partially** supported by pedagogical theories and approaches for how planning decisions help learners participate and make progress.	**Effective** justification of how pedagogical theories and approaches have informed the session plan. Evidenced through: • **mostly developed** application of pedagogical theories and approaches to the modelling, scaffolding, sequencing and assessment in the session plan • **considered** reasoning that is **mostly** supported by pedagogical theories and approaches for how planning decisions help learners participate and make progress.	**Comprehensive** justification of how pedagogical theories and approaches have informed the session plan. Evidenced through: • **well-developed** application of pedagogical theories and approaches to the modelling, scaffolding, sequencing and assessment in the session plan • **sophisticated** reasoning with **thorough** support from pedagogical theories and approaches for how planning decisions help learners participate and make progress.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Adapting to promote inclusion (12 marks)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of inclusive practice to adapt the session plan for individual learners. Evidenced through: • adaptations that are **simplistic** within the planned session and **superficially** matched to learners' strengths, needs and barriers • **simplistic** reasoning of how the adaptations support access, participation, progress, independence and challenge.	**Adequate** application of inclusive practice to adapt the session plan for individual learners. Evidenced through: • adaptations that are **partially** realistic within the planned session and **suitably** matched to learners' strengths, needs and barriers • **partially developed** reasoning of how the adaptations support access, participation, progress, independence and challenge.	**Effective** application of inclusive practice to adapt the session plan for individual learners. Evidenced through: • adaptations that are **mostly** realistic within the planned session and **proficiently** matched to learners' strengths, needs and barriers • **mostly developed** reasoning of how the adaptations support access, participation, progress, independence and challenge.	**Comprehensive** application of inclusive practice to adapt the session plan for individual learners. Evidenced through: • adaptations that are **fully** realistic within the planned session and **thoroughly** matched to learners' strengths, needs and barriers • **well-developed** reasoning of how the adaptations support access, participation, progress, independence and challenge.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Risk assessment for the indoor session and justification (12 marks)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** understanding of risks and control measures for indoor sessions. Evidenced through: • **superficial** assessment of **limited** hazards in the indoor setting and who could be harmed, with **simplistic** judgements of likelihood, severity and risk rating • **limited** proportionate control measures with **simplistic** justification of their effectiveness and wider impact.	**Adequate** understanding of risks and control measures for indoor sessions. Evidenced through: • **suitable** assessment of **some** relevant hazards in the indoor setting and who could be harmed, with **partially reasoned** judgements of likelihood, severity and risk rating • **some** proportionate control measures with **partially developed** justification of their effectiveness and wider impact.	**Effective** understanding of risks and control measures for indoor sessions. Evidenced through: • **considered** assessment of **most** relevant hazards in the indoor setting and who could be harmed, with **mostly reasoned** judgements of likelihood, severity and risk rating • **mostly** proportionate control measures with **mostly developed** justification of their effectiveness and wider impact.	**Comprehensive** understanding of risks and control measures for indoor sessions. Evidenced through: • **sophisticated** and **thoroughly** relevant assessment of hazards in the indoor setting and who could be harmed, with **well-reasoned** judgements of likelihood, severity and risk rating • **fully** proportionate control measures with **well-developed** justification of their effectiveness and wider impact.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Risk assessment for the outdoor session and justification (12 marks)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** understanding of risks and control measures for outdoor sessions. Evidenced through: • **superficial** assessment of **limited** hazards in the outdoor setting and who could be harmed, with **simplistic** judgements of likelihood, severity and risk rating • **limited** proportionate control measures with **simplistic** justification of their effectiveness and wider impact.	**Adequate** understanding of risks and control measures for outdoor sessions. Evidenced through: • **suitable** assessment of **some** relevant hazards in the outdoor setting and who could be harmed, with **partially reasoned** judgements of likelihood, severity and risk rating • **some** proportionate control measures with **partially developed** justification of their effectiveness and wider impact.	**Effective** understanding of risks and control measures for outdoor sessions. Evidenced through: • **considered** assessment of **most** relevant hazards in the outdoor setting and who could be harmed, with **mostly reasoned** judgements of likelihood, severity and risk rating • **mostly** proportionate control measures with **mostly developed** justification of their effectiveness and wider impact.	**Comprehensive** understanding of risks and control measures for outdoor sessions. Evidenced through: • **sophisticated** assessment of a **thorough** range of relevant hazards in the outdoor setting and who could be harmed, with **well-reasoned** judgements of likelihood, severity and risk rating • **fully** proportionate control measures with **well-developed** justification of their effectiveness and wider impact.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4 (a): Incident response report (12 marks)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of knowledge and understanding of health and safety legislation and incident response procedures. Evidenced through: • **superficial** consideration of the strengths and limitations of the centre's response • **limited** application of the Management of Health and Safety at Work Regulations 1999 to judge how well the response met them • **superficial** evaluation of generic impacts of the response on the learner involved.	**Adequate** application of knowledge and understanding of health and safety legislation and incident response procedures. Evidenced through: • **partially developed** consideration of the strengths and limitations of the centre's response • **suitable** application of the Management of Health and Safety at Work Regulations 1999 to judge how well the response met them • **suitable** evaluation of **partially** relevant impacts of the response on the learner involved.	**Effective** application of knowledge and understanding of health and safety legislation and incident response procedures. Evidenced through: • **developed** consideration of the strengths and limitations of the centre's response • **considered** application of the Management of Health and Safety at Work Regulations 1999 to judge how well the response met them • **considered** evaluation of **mostly** relevant impacts of the response on the learner involved.	**Comprehensive** application of knowledge and understanding of health and safety legislation and incident response procedures. Evidenced through: • **well-developed** consideration of the strengths and limitations of the centre's response • **thorough** application of the Management of Health and Safety at Work Regulations 1999 to judge how well the response met them • **thorough** evaluation of a comprehensive range of relevant impacts of the response on the learner involved.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4 (b): Incident recommendations (12 marks)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of knowledge and understanding of incident response and professional communication. Evidenced through: • **simplistic** recommended actions to improve the centre's response to this type of incident • **simplistic** justification of how the actions would improve the centre's incident response • **simplistic** communication in slides and speaker notes for a management audience.	**Adequate** application of knowledge and understanding of incident response and professional communication. Evidenced through: • **suitable** recommended actions to improve the centre's response to this type of incident • **partially developed** justification of how the actions would improve the centre's incident response • **suitable** communication in slides and speaker notes for a management audience that applies confidentiality and data minimisation.	**Effective** application of knowledge and understanding of incident response and professional communication. Evidenced through: • **considered** recommended actions to improve the centre's response to this type of incident • **considered** justification of how the actions would improve the centre's incident response • **proficient** communication in slides and speaker notes for a management audience that applies confidentiality and data minimisation	**Comprehensive** application of knowledge and understanding of incident response and professional communication. Evidenced through: • **sophisticated,** recommended actions to improve the centre's response to this type of incident • **sophisticated** justification of how the actions would improve the centre's incident response • **sophisticated** communication in slides and speaker notes for a management audience that applies confidentiality and data minimisation.

Please refer to *Pearson V Levels 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:

- Teaching aids and learning resources
- Physical equipment and resources used in learning activities
- Resources to support inclusive learning
- Digital devices and standard productivity software
- Presentation and display equipment
- Relevant education documentation.

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Unit 2: Communication and Assessment for Progress

Assessment type: Non-exam assessment (NEA)

Unit type: Mandatory

Guided learning hours: 108

Introduction

The content in this unit will allow the student to explore a range of communication techniques that can be used to communicate purposefully. These include verbal, visual, and written methods, as well as the use of technology. By using engaging activities and vocational scenarios, students will learn the principles of effective communication. The unit will focus on the importance of adhering to legal requirements and sharing information securely.

Students will learn about the different types of assessment and how this is used to measure learning and acquire the skills needed to assess the strengths and limitations of a range of assessments.

There will be an emphasis on developing positive relationships in education in terms of establishing and maintaining professional and courteous relationships with a range of people in education. The course will also cover the use of technology and its importance in education in depth.

Students should be given opportunities to develop their knowledge and skills in a range of contexts including dufferent communication scenarios, assessment forms and supporting different learner progress

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Teaching content

Content area A: Communicating with parents, families, carers and other professional

Content outcome	Content detail
A1 Apply knowledge and understanding of the roles of individuals and professionals, and how co-ordinated working supports learner progress and wellbeing	**A1.1 Individuals supporting learners** **A1.1.1** Parents: working with education professionals to support learning, development, wellbeing and progress **A1.1.2** Families and wider family: providing relevant information and contributing to consistent learner support **A1.1.3** Carers: sharing responsibility for learners' care, education, wellbeing and progress **A1.2 Professionals and services supporting learners** **A1.2.1** Special educational needs co-ordinators (SENCOs): co-ordinate SEND support, provision and communication **A1.2.2** Health visitors: support health, development and wellbeing; share relevant information with families and professionals **A1.2.3** Social workers: support safeguarding, welfare and access to services **A1.2.4** Speech and language therapists: assess and support speech, language and communication needs **A1.2.5** Educational psychologists: assess learning and development needs; advise on appropriate support **A1.2.6** Children's centre workers: provide family, early learning and community support **A1.2.7** Agencies and services including local authority advisers: provide specialist advice, intervention or support **A1.2.8** Colleagues in the same setting, external professionals and industry professionals outside education: share relevant expertise and contribute to co-ordinated support

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Content outcome	Content detail
	A1.3 Working with individuals and professionals **A1.3.1** Differences in roles and responsibilities **A1.3.2** When communication or referral may be required **A1.3.3** How co-ordinated working supports learner progress and wellbeing
A2 Apply knowledge and understanding of communication methods and how they are used purposefully with different audience	When assessing the use of technology-enabled communication, students must draw on content from Unit 1 section A4, which details the selection, adaptation and evaluation of accessible digital resources and technology. **A2.1 Communication methods** **A2.1.1** Verbal: spoken communication, including face-to-face discussions, meetings, phone or video calls **A2.1.2** Visual: images, symbols, diagrams, charts, signs and demonstrations **A2.1.3** Written: formal and informal letters, reports, notes and messages **A2.2 Technology-enabled communication** **A2.2.1** Email, secure messaging and group-messaging apps, including WhatsApp groups where organisational policy permits. Other mobile messaging apps, such as Seesaw and Remind **A2.2.2** Video conferencing, such as Zoom and Microsoft Teams **A2.2.3** Assistive technologies, including voice-recognition and screen-reading tools **A2.3 Selecting communication methods** **A2.3.1** Suitability for the purpose, audience and context **A2.3.2** Accessibility, confidentiality and security requirements **A2.3.3** Strengths and limitations of methods

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Content outcome	Content detail
A3 Be able to communicate clearly, accurately and accessibly by adapting style, tone and content	**A3.1 Principles of effective commnication** **A3.1.1** Clarity, conciseness and completeness: straightforward language, logical structure and all relevant information needed for the purpose, without unnecessary detail **A3.1.2** Concreteness and correctness: specific facts, examples and evidence; accurate information, spelling, punctuation and grammar **A3.1.3** Consideration and courtesy: respectful, professional communication accounting for the audience's background, needs and understanding **A3.2 Adapting style and tone** **A3.2.1** Use audience-appropriate language; avoid unnecessary jargon or technical terms **A3.2.2** Adjust formality, pace, volume and detail to suit the situation **A3.2.3** Check the communication is understood **A3.3 Evaluating communication** **A3.3.1** Judge communication for clarity, accuracy, accessibility and fitness for purpose

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Content outcome	Content detail
A4 Be able to use active listening to confirm understanding and support purposeful communication	**A4.1 Active-listening approaches** **A4.1.1** Give full attention without interrupting; use appropriate non-verbal cues to show attention and understanding **A4.1.2** Stay open-minded and avoid assumptions **A4.1.3** Paraphrase and summarise to confirm understanding; clarify using open and closed questions **A4.1.4** Respond appropriately and professionally **A4.2 Applying active listening** **A4.2.1** Adapt active listening for communication with parents, families, carers and professionals **A4.2.2** Listen actively to reduce misunderstanding and support purposeful information sharing
A5 Be able to adapt non-verbal communication to the individual, audience and context	**A5.1 Non-verbal communication** **A5.1.1** Professional appearance suited to the setting and situation **A5.1.2** Body language, gestures and posture **A5.1.3** Facial expressions and eye contact suited to the individual and context **A5.1.4** Personal space and positioning **A5.2 Adapting non-verbal communication** **A5.2.1** Consider audience needs, culture, context and accessibility **A5.2.2** Align non-verbal communication with the spoken or written message **A5.2.3** Assess whether non-verbal techniques support respectful, purposeful communication

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Content outcome	Content detail
A6 Apply knowledge and understanding of communication barriers and how these can be reduced	**A6.1 Potential barriers to communication** **A6.1.1** Language and cultural differences, including English as an additional language (EAL) **A6.1.2** Additional needs, including communication, sensory and cognitive needs **A6.1.3** Environmental and physical conditions, including noise, layout and accessibility **A6.1.4** Information overload, jargon, technical language or unclear terminology **A6.2 Reducing barriers and misunderstandings** **A6.2.1** Use clear speech and accessible language; rephrase, clarify and check understanding **A6.2.2** Use alternative information formats where required and appropriate communication support, technology or specialist assistance **A6.2.3** Adapt the communication environment, timing or method **A6.3 Evaluating adjustments** **A6.3.1** Assess whether adjustments reduce barriers and enable purposeful communication

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Content area B: Application of legal and professional requirements when working with confidential learner information

Content outcome	Content detail
B1 Apply knowledge and understanding of the legal and professional requirements for securely recording, storing and sharing learner information	**B1.1 Confidentiality and data protection** **B1.1.1** Importance of confidentiality when recording, storing and sharing learner information **B1.1.2** Purpose of the Data Protection Act 2018 in protecting personal information **B1.1.3** Lawful grounds for processing and sharing information, including consent where required **B1.2 Secure information handling** **B1.2.1** Securely record, store, retrieve and share information **B1.2.2** Maintain accurate and confidential records **B1.2.3** Follow organisational procedures and professional **responsibilities** **B1.3 Understanding protocols for Data breaches** **B1.3.1** Recognise actual or potential data breaches **B1.3.2** Assess potential breach risks and consequences **B1.3.3** Record and report breaches to the appropriate person or authority, following organisational procedures
B2 Apply knowledge and understanding of how safeguarding affects confidentiality and information sharing	**B2.1 Safeguarding and confidentiality** **B2.1.1** Role of safeguarding requirements when information suggests a learner or colleague may be at risk **B2.1.2** When relevant information may need sharing to protect an individual **B2.1.3** Share with appropriate people on a need-to-know basis

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Content outcome	Content detail
	B2.2 Communicating safeguarding information **B2.2.1** Identify appropriate recipients and communication methods **B2.2.2** Share only information relevant to the concern **B2.2.3** Consider prior communication and relevant background information **B2.2.4** Record information accurately and, where required, verbatim **B2.2.5** Remain objective; distinguish fact, observation and opinion **B2.2.6** Follow organisational safeguarding and recording procedures
B3 Apply knowledge and understanding of how collaborative communication supports learner-centred provision, progress and wellbeing	**B3.1 Collaborative working** **B3.1.1** Share relevant information with parents, families, carers, colleagues and organisations **B3.1.2** Agree roles, responsibilities and appropriate communication arrangements **B3.1.3** Contribute to consistent, co-ordinated learner support **B3.1.4** Communicate professionally to build trust and effective teamwork **B3.2 Collaborative relationship principles** **B3.2.1** Inclusion and respect for different needs and perspectives **B3.2.2** Confidentiality and appropriate information sharing **B3.2.3** Learner-centred support and professional boundaries **B3.3 Evaluating collaborative communication** **B3.3.1** Make informed judgements on communication approaches across educational contexts **B3.3.2** Judge how collaborative working supports learning, wellbeing and progress

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Content outcome	Content detail
B4 Be able to adapt communication to the audience, purpose, setting and context	**B4.1 Context of communication** **B4.1.1** Audience and their information or accessibility needs **B4.1.2** Communication location and timing **B4.1.3** Communication methods, including face-to-face, written and digital **B4.1.4** Relevant prior communication and background information **B4.1.5** Information, instructions or outcomes to communicate **B4.2 Adapting communication to context** **B4.2.1** Choose method, style and tone to suit audience and purpose **B4.2.2** Use digital technology where it supports secure, accessible and effective communication **B4.2.3** Adapt timing, environment, format and detail where required **B4.3 Evaluating contextual suitability** **B4.3.1** Judge the approach's contextual appropriateness, proportionality and effectiveness

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Content area C: Evaluating assessment information, records and data to set specific individual learning goals and feed back to students

Content outcome	Content detail
C1 Apply knowledge and understanding of how assessment information is used to identify needs, monitor progress and review individual learning goals	When using assessment information to set learner goals, students must draw on content from Unit 1 section A5, which details the use of SMARTER learning objectives and success criteria to support and measure progress. **C1.1 Types of assessment information, records and data** **C1.1.1** Observation notes **C1.1.2** Written results, marks and scores **C1.1.3** Audio and video recordings **C1.1.4** Digital records and reports **C1.2 The assess–teach–feedback cycle** **C1.2.1** Assess: use information, records, observations and learner profiles to identify attainment, needs and progress **C1.2.2** Teach: select and adapt methods to develop intended knowledge, skills or behaviours **C1.2.3** Feedback: give prompt, constructive guidance on strengths, areas for improvement and next steps **C1.3 Setting individual learning goals** **C1.3.1** Involve learners in setting goals using Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated, Reviewed (SMARTER) **C1.3.2** Set a manageable number of goals to avoid overwhelming the learner **C1.3.3** Use assessment evidence to monitor, evaluate and review progress **C1.3.4** Ensure individual learning goals are appropriate to the learner's age and stage

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Content outcome	Content detail
C2 Be able to interpret and evaluate assessment information to identify strengths, needs, progress and next steps	**C2.1 Roles of assessment information, records and data** **C2.1.1** Provide quantitative evidence, including marks, standardised assessment scores and numerical progress data **C2.1.2** Provide qualitative evidence, such as observations, reports and learner profiles **C2.1.3** Provide stand-alone results or evidence collected over time **C2.1.4** Enable comparison with peers, expected standards or the learner's previous work **C2.1.5** Establish baselines and identify progress **C2.2 Using assessment information to identify needs** **C2.2.1** Academic goals **C2.2.2** Behavioural goals **C2.2.3** Personal goals **C2.2.4** Practical goals **C2.3 Evaluating assessment information** **C2.3.1** Consider evidence relevance, accuracy and sufficiency **C2.3.2** Draw evidence-based conclusions about strengths, needs, progress and next steps

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Content outcome	Content detail
C3 Apply knowledge and understanding of the purposes, strengths, limitations and suitability of different assessment types	When assessing different assessment types and methods, students must draw on content from Unit 1 section A8, which details the selection and use of assessment methods to measure learning and progress. **C3.1 Main types of assessment** **C3.1.1** Formative: identifies understanding, progress and next steps, providing feedback during learning **C3.1.2** Summative: judges attainment or achievement after a defined learning period **C3.1.3** Diagnostic: identifies existing knowledge, skills, strengths and learning gaps **C3.1.4** Comparative: compares performance against peers, prior performance or defined expectations **C3.2 Comparing assessment types** **C3.2.1** Differences in purpose, timing and evidence produced **C3.2.2** Strengths and limitations of each type **C3.2.3** Suitability for different learners, intended outcomes and educational contexts

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Content outcome	Content detail
C4 Apply knowledge and understanding of how assessment methods are selected and evaluated to provide appropriate and reliable evidence of progress.	**C4.1 Assessment methods** **C4.1.1** Observation and practical assessment: observing the development and application of skills, behaviours and task performance **C4.1.2** Questioning: verbal or written checks of knowledge, understanding, recall and reasoning **C4.1.3** Projects: assessing applied and integrated knowledge and skills over time **C4.1.4** Examinations: assessing performance under specified conditions **C4.1.5** Peer and self-assessment: reviewing others' work against agreed criteria and reflecting on own knowledge, skills and progress **C4.1.6** Professional discussion: exploring knowledge, reasoning and application through structured discussion **C4.2 Selecting assessment methods** **C4.2.1** Suitability for pre-school, primary, secondary, further education and higher education settings **C4.2.2** Alignment with intended knowledge, skills, behaviours and learning goals **C4.2.3** Accessibility, reliability and opportunities for learners to demonstrate progress **C4.3 Evaluating assessment methods** **C4.3.1** Strengths and limitations of different methods **C4.3.2** Quality and sufficiency of evidence produced

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Content outcome	Content detail
C5 Be able to apply effective feedback to recognise strengths, identify improvements and agree achievable next steps	**C5.1 Principles of effective feedback** **C5.1.1** Timely; linked to intended learning and assessment evidence **C5.1.2** Clear, specific and constructive **C5.1.3** Identifies strengths, areas for improvement and achievable next steps **C5.1.4** Suited to the learner's needs, understanding and context **C5.1.5** Supports motivation, reflection and progress **C5.2 Feedback and SMARTER goals** **C5.2.1** Use feedback to set, evaluate and review Specific, Measurable, Achievable, Relevant and Time-bound goals **C5.2.2** Use progress evidence to revise support, teaching and future goals **C5.3 Evaluating feedback** **C5.3.1** Judge whether feedback is understood, actionable and supports progress effectively

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Transferable skills

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

- demonstrate **critical thinking skills** through the consideration of the context of the communication
- apply **decision making skills** to propose how to communicate purposefully
- apply **communication skills** to propose how to communicate purposefully
- Organise, **plan** and manage information,
- **evaluate** information, records and data,
- apply numeracy skills when **evaluating** quantitative data

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 research the role of different individuals and professionals that the educator interacts with, in this case, the Special Educational Needs Co-ordinator (SENCO). Students will understand the importance of confidentiality, safeguarding, and data-handling requirements.
- In response to Task 2, students will review the evidence: Learner Profile, Standardised assessment scores. Students will produce a lesson plan and individual education plan.
- In response to Task 3, students will analyse a data breach and evaluate the methods of assessment in the assess-teach-feedback cycle.

The assessment will take 11 supervised hours to complete.

The NEA is set by Pearson and will be marked by centres and moderated by Pearson. A new NEA for this unit will be released each September 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 provided below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in the *Pearson V Levels 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 V Levels 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: Researching communication and the role of professionals				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** knowledge and understanding of the role of individuals or professionals in the education setting. Evidenced through: • **superficial** and **generic** research with **limited** coverage of the role of the professional • **superficial** coverage of the communication methods.	**Adequate** knowledge and understanding of the role of individuals or professionals in the education setting. Evidenced through: • **suitable** and **partially informed** research with partially developed coverage of the role of the professional • **partially detailed** and **partially relevant** coverage of the communication methods.	**Effective** knowledge and understanding of the role of individuals or professionals in the education setting. Evidenced through: • **considered** and mostly informed research with mostly developed coverage of the role of the professional • **mostly detailed** and **mostly relevant** coverage of the communication methods.	**Comprehensive** knowledge and understanding of the role of individuals or professionals in the education setting. Evidenced through: • **thorough** and **well-informed** research with fully developed coverage of the role of the professional • **fully detailed** and **fully relevant** coverage of the communication methods.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3
Task 1b: Communication with others			
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**
No rewardable material	**Basic** application knowledge and understanding of roles of professionals and the concepts of safeguarding and confidentiality in communication. Evidenced through: • **limited** coverage of the role of the professional and **simplistic** communication of safeguarding and confidentiality • a **simplistic** outcome that communicates **limited** and **generic** information.	**Appropriate** application knowledge and understanding of roles of professionals and the concepts of safeguarding and confidentiality in communication. Evidenced through: • **competent** coverage of the role of the professional and **clear** communication of safeguarding and confidentiality • a **sound** outcome that **clearly** communicates **sufficiently** accurate and information.	**Comprehensive** application knowledge and understanding of roles of professionals and the concepts of safeguarding and confidentiality in communication. Evidenced through: • **sophisticated** coverage of the role of the professional and **authoritative** communication of safeguarding and confidentiality • a **sophisticated** outcome that **thoroughly** communicates **fully** accurate and **detailed** information.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: (i) Improving learner performance.				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of understanding of the use of data to improve learner performance. Evidenced through: • a **superficial** account of the factors outlined in the learner profile • **limited** teaching methods/activities given • a **superficial** account of the methods/activities • **simplistic** reasoning and little development of the points raised.	**Adequate** application of understanding of the use of data to improve learner performance. Evidenced through: • a **partially developed** account of the factors outlined in the learner profile • **some** teaching methods/activities given • a **partially developed** account of the methods/activities • **partially logical** reasoning and some development of the points raised.	**Effective** application of understanding of the use of data to improve learner performance. Evidenced through: • a **mostly developed** account of the factors outlined in the learner profile • **most** teaching methods/activities given • a **mostly developed** account of the methods/activities • **mostly logical** reasoning and developed points.	**Comprehensive** application of understanding of the use of data to improve learner performance. Evidenced through: • a **thorough** account of the factors outlined in the learner profile • **a thorough** range of teaching methods/activities given • a **thorough** account of the methods/activities • **sophisticated** reasoning and well-developed points.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: (ii) Concepts, principles, and approaches to plan, carry out tasks and use information appropriately				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** understanding of the use of data to inform planning for assessment. Evidenced through: • a **superficial** account of the graphs and scores • a **simplistic** argument and little clarity in links made to the data • **limited** justification of the value and importance of information within planning for assessment.	**Adequate** understanding of the use of data to inform planning for assessment. Evidenced through: • a **partially developed** account of the graphs and scores • a **partially developed** argument with some links made to the data • **partially logical** justification of the value and importance of information within planning for assessment.	**Effective** understanding of the use of data to inform planning for assessment. Evidenced through: • a **mostly developed** account of the graphs and scores • a **mostly developed** argument with mostly clear links made to the data • **mostly logical** justification of the value and importance of information within planning for assessment.	**Comprehensive** understanding of the use of data to inform planning for assessment. Evidenced through: • a **well-developed** account of the graphs and scores • a **well-developed** argument with clear links made to the data • **sophisticated** justification of the value and importance of information within planning for assessment.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3
Task 2: (iii) Lesson Plan			
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**
No rewardable material	**Basic** understanding of planning and how to use data to support learner performance. Evidenced through: • **limited** review of the evidence and **limited** links made to the planning process • **superficial** understanding of how to differentiate within a mixed ability educational setting • a **simplistic** outcome that has does not include strengths or challenges of the learner.	**Appropriate** understanding of planning and how to use data to support learner performance. Evidenced through: • a **competent** review of the evidence and **clear** links made to the planning process • **a sound understanding** of how to differentiate within a mixed ability educational setting • a **competent** outcome that identifies progress and includes most strengths and challenges faced by the learner.	**Comprehensive** understanding of planning and how to use data to support learner performance. Evidenced through: • a **thorough** review of the evidence and **well-developed** links made to the planning process • **thorough understanding** of how to differentiate within a mixed ability educational setting • a **fully developed** outcome that identifies progress, identifies relevant resources and includes relevant strengths and challenges faced by the learner.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: (iv) Individual educational plan (IEP)				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** understanding of producing an individual educational plan that include SMARTER targets. Evidenced through: • a **superficial** account of the strategies required to meet the targets. • simplistic strategies • **simplistic** plan which has clear omissions • **little evidence** of forward planning or goal setting.	**Adequate** understanding of producing an individual educational plan that include SMARTER targets. Evidenced through: • a **partially detailed** account of the strategies required to meet the targets. • a **partially developed** plan which has some omissions when evidencing the SMARTER targets • **some evidence** of forward planning or goal setting.	**Effective** understanding of producing an individual educational plan that include SMARTER targets. Evidenced through: • a **mostly detailed** account of the strategies required to meet the targets. • a **mostly developed** plan which has minimal omissions when evidencing the SMARTER targets • **mostly detailed evidence** of forward planning or goal setting.	**Comprehensive** understanding of producing an individual educational plan that include SMARTER targets. Evidenced through: • a **fully detailed** account of the strategies required to meet the targets. • a **fully developed** plan which follows SMARTER targets • **thorough evidence** of forward planning or goal setting.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: The importance of safeguarding in relation to data protection				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** understanding of the impact of confidentiality and safeguarding in relation to communication. Evidenced through: • a **superficial** account of the factors relating to the breach of data • **simplistic** reasoning of the consequences of a data breach • **limited** knowledge and understanding of how to proceed when a breach of data takes place.	**Adequate** understanding of the impact of confidentiality and safeguarding in relation to communication. Evidenced through: • **partially detailed** account of the factors relating to the breach of data. • **partially developed** reasoning of the consequences of a data breach • **some** knowledge and understanding of how to proceed when a breach of data occurs.	**Effective** understanding of the impact of confidentiality and safeguarding in relation to communication. Evidenced through: • **mostly detailed** account of the factors relating to the breach of data. • **mostly developed** reasoning of the consequences of a data breach • **mostly accurate** knowledge and understanding of how to proceed when a breach of data occurs.	**Comprehensive** understanding of the impact of confidentiality and safeguarding in relation to communication. Evidenced through: • a **fully detailed** account of the factors relating to the breach of data • **well-developed** reasoning of the consequences of a data breach • **thorough knowledge** and understanding of how to proceed when a breach of data occurs.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: The assess-teach-feedback cycle				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** application of understanding of the assess-teach-feedback cycle used to support learner progress. Evidenced through: • a **superficial** account of the types of assessment • **simplistic** evaluation of how assessments are used to support learner progress and judgements are **limited**.	**Adequate** application of understanding of the assess-teach-feedback cycle used to support learner progress. Evidenced through: • a **partially detailed** account of the types of assessment • a **partially developed** evaluation of how assessments are used to support learner progress and judgements are **suitable**.	**Effective a**pplication of understanding of the assess-teach-feedback cycle used to support learner progress. Evidenced through: • a **mostly detailed** account of the types of assessment • a **mostly developed** evaluation of how assessments are used to support learner progress and judgements are **mostly supported**.	**Comprehensive** application of understanding of the assess-teach-feedback cycle used to support learner progress. Evidenced through: • a **fully detailed** account of the types of assessments • **well-developed** evaluation of how assessments are used to support learner progress where judgements are **fully supported**.

Please refer to *Pearson V Levels 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 assessment, students must have access to:

- Calculator
- Teaching aids and learning resources
- Physical equipment and resources used in learning activities
- Resources to support inclusive learning
- Digital devices and standard productivity software
- Presentation and display equipment
- Relevant education documentation

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Unit 3: Education in Practice: Core Principles

Assessment type: Examined assessment

Unit type: Mandatory

Guided learning hours: 144

Introduction

You will develop knowledge and understanding of the legislation, theories, principles and approaches that underpin effective education practice, including cognitive science, human development, reflective practice, inclusion, assessment, feedback, positive relationships and technology. You will apply this to educational settings from early years to adult learning, developing the analytical and evaluative skills needed to make reasoned judgements about supporting learning, participation and progress.

Teachers, early years practitioners and teaching assistants make decisions every day that shape how students learn and progress. Whether you want to work with young children, in schools or colleges, or with adults, understanding effective education practice is the starting point.

In this unit, you will explore the knowledge that underpins education practice from early years to adult learning. This includes legislation and guidance, professional development and evidence-informed practice, cognitive science, human development and reflective practice. You will also examine how inclusive practice, assessment, feedback, positive relationships and technology support students' access, participation and progress.

You will apply your knowledge to realistic scenarios in different educational settings, analysing information, weighing up benefits and limitations, and making supported judgements and recommendations. These are skills that education professionals use every day.

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Teaching content

Content area A: Foundations of Education Practice

Content outcome	Content detail
A1 Know and understand the purpose of legislation and statutory and non-statutory guidance in the education sector	**A1.1 Legislation in the education sector** **A1.1.1** Definition of legislation: laws passed by Parliament that establish legal requirements, responsibilities and duties that education settings and practitioners must follow **A1.1.2** Health and Safety at Work Act 1974: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.3** Management of Health and Safety at Work Regulations 1999: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.4** Children Act 2004: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.5** Safeguarding Vulnerable Groups Act 2006: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.6** Children and Families Act 2014: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.7** Data Protection Act 2018: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.8** UK General Data Protection Regulation (UK GDPR): purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.1.9** Counter-Terrorism and Security Act 2015: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students

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Content outcome	Content detail
	A1.1.10 Equality Act 2010: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.2 Statutory guidance in the education sector** **A1.2.1** Definition of statutory guidance: guidance issued by government or regulatory bodies that education settings are expected to follow when carrying out their duties **A1.2.2** Keeping Children Safe in Education (KCSIE): purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.2.3** Early Years Foundation Stage (EYFS) Framework: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.2.4** Special Educational Needs and Disabilities (SEND) Code of Practice: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.2.5** Working Together to Safeguard Children: purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.2.6** Prevent Duty Guidance for England and Wales (2023): purpose; requirements for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.3 Non-statutory guidance in the education sector** **A1.3.1** Definition of non-statutory guidance: guidance that is not a legal requirement but supports good practice and helps organisations meet professional and operational expectations **A1.3.2** Ofsted Education Inspection Framework: purpose; recommendations for education settings; benefits and limitations for education settings; benefits and limitations for students **A1.3.3** Health and Safety Responsibilities and Duties for Schools (2022): purpose; recommendations for education settings; benefits and limitations for education settings; benefits and limitations for students

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Content outcome	Content detail
A2 Know and understand how legislation and guidance inform policies and procedures in education, and the importance of adhering to them	When assessing legislation, policy and professional responsibilities, students must draw on content from Unit 2 sections B1–B2, which detail confidentiality, data protection, safeguarding and appropriate information sharing **A2.1 The purpose of policies and procedures in education and how requirements from legislation and guidance are reflected in them** **A2.1.1** Health and safety policies and procedures o purpose: protect the health, safety and welfare of students, staff and visitors o requirements from legislation and guidance: responsibilities for maintaining health, safety and welfare; risk assessment and risk management processes; procedures for reporting and recording accidents, incidents and hazards; arrangements for monitoring and reviewing health and safety; safe learning and working environments o staff responsibilities: following health and safety procedures; carrying out risk assessments; implementing control measures; reporting and recording accidents, incidents and hazards o actions staff can take to maintain a safe learning environment: identify and remove hazards; check equipment before use; remove damaged or unsafe equipment from use; keep access routes and work areas clear; follow reporting procedures for hazards and damaged equipment. o benefits and limitations of health and safety policies and procedures; for education settings; for students **A2.1.2** Safeguarding and child protection policies and procedures o purpose: protect children and young people from harm and promote their welfare o requirements from legislation and guidance: procedures for recognising, reporting and responding to safeguarding concerns; defined staff roles, responsibilities and reporting lines; safer recruitment and vetting procedures; arrangements for multi-agency working; appropriate information sharing and record keeping o benefits and limitations of safeguarding and child protection policies and procedures; for education settings; for students **A2.1.3** Online safety policies and procedures

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Content outcome	Content detail
	○ purpose: promote the safe and responsible use of digital technologies and protect students from online harm ○ requirements from legislation and guidance: expectations for safe, responsible and appropriate use of digital technologies; procedures for identifying and responding to online risks and concerns; measures to protect students from online harm, abuse and exploitation; acceptable-use requirements for students and staff; monitoring, reporting and escalation procedures ○ benefits and limitations of online safety policies and procedures; for education settings; for students **A2.1.4** Data protection policies and procedures ○ purpose: ensure personal information is managed securely, lawfully and appropriately ○ requirements from legislation and guidance: requirements for the collection, storage, use and disposal of personal information; procedures for sharing information securely and appropriately; responsibilities for maintaining confidentiality and privacy; procedures for managing and reporting data breaches; compliance with legal requirements relating to personal data ○ benefits and limitations of data protection policies and procedures; for education settings; for students **A2.1.5** Equality, diversity and inclusion policies and procedures ○ purpose: promote equality, inclusion and fair treatment, and prevent discrimination ○ requirements from legislation and guidance: prevention of discrimination; promotion of equality of opportunity; procedures for addressing bullying, harassment and discriminatory behaviour; inclusive practice and reasonable adjustments; fair and consistent treatment of students and staff; promotion of respect and belonging ○ benefits and limitations of equality, diversity and inclusion policies and procedures; for education settings; for students **A2.1.6** Student wellbeing policies and procedures ○ purpose: support students' physical and mental wellbeing ○ areas of physical wellbeing: physical health; bodily needs

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Content outcome	Content detail
	○ areas of mental wellbeing: managing emotions; expressing emotions; concentration; coping with stress and demands ○ requirements from legislation and guidance: support for students' physical and mental wellbeing; procedures for identifying and responding to wellbeing concerns; referral and additional support arrangements; attendance, behaviour and pastoral care arrangements; safe, healthy and supportive learning environments ○ benefits and limitations of student wellbeing policies and procedures; for education settings; for students **A2.2 The types and key characteristics of educational settings from birth to adult learning and understand how legislation and guidance inform their policies, procedures and practice** **A2.2.1** Early years settings: nurseries; pre-schools; childminders; Reception classes ○ key characteristics of learning in this setting: education and care from birth to the end of Reception; play-based learning; support for learning, development and welfare; partnership with parents and carers **A2.2.2** Primary settings: infant schools (ages 4-7); junior schools (ages 7-11); primary schools (ages 4-11) ○ key characteristics of learning in this setting: broad curriculum; foundational knowledge and skills; mainly class-based teaching; structured routines and pastoral support **A2.2.3** Secondary settings: secondary schools; secondary provision in all-through schools ○ key characteristics of learning in this setting: subject-specialist teaching; academic and practical learning; qualifications; increasing independence and preparation for progression **A2.2.4** Further education settings: school sixth forms; sixth form colleges; further education colleges; training providers ○ key characteristics of learning in this setting: academic, technical and vocational provision for young people and adults; classroom and practical learning; preparation for employment or further study **A2.2.5** Higher education settings: universities; higher education institutions; colleges offering higher education ○ key characteristics of learning in this setting: undergraduate and postgraduate study; specialist academic and professional learning; research and independent study

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Content outcome	Content detail
	A2.2.6 Adult and community learning settings: adult education centres; colleges; libraries; community and voluntary organisations o key characteristics of learning in this setting: flexible opportunities to return to learning, develop skills, gain qualifications or pursue interests; recognition of prior knowledge and experience **A2.2.7** Work-based learning settings: workplaces; training centres; apprenticeship training settings o key characteristics of learning in this setting: occupational learning; practical application; coaching, mentoring and workplace assessment **A2.2.8** Specialist and alternative education settings: special schools; specialist colleges; pupil referral units; hospital education o key characteristics of learning in this setting: adapted provision, resources and environments; individualised support; collaboration with families and professionals where appropriate **A2.2.9** Links to legislation and guidance: policies and procedures translate applicable requirements into setting-specific practice, including safeguarding, health and safety, online safety, data protection, access and support (see A2.1) **A2.3 The importance of adhering to legislation, guidance, policies and procedures in different educational settings** **A2.3.1** Benefits of compliance: protects individuals from harm; safeguards and promotes wellbeing; maintains safe, inclusive and supportive environments; ensures legal, regulatory and professional compliance; supports effective and consistent practice; manages risks and concerns appropriately; supports positive outcomes for individuals and organisations **A2.3.2** Consequences of non-compliance: increased risk of harm; safeguarding failures; breaches of legal and professional responsibilities; inconsistent or ineffective practice; adverse outcomes for individuals; reputational damage; complaints, sanctions or legal action **A2.3.3** Importance of balancing compliance and learning: maintaining health, safety and wellbeing while delivering motivating and engaging learning activities; balancing risk

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Content outcome	Content detail
	management with participation, exploration and independence; adapting activities to meet legal and organisational requirements without creating unnecessary barriers to learning
A3 Know and understand the roles of the ITTECF, the Education Endowment Foundation (EEF) and National Professional Qualifications (NPQs) in professional development and evidence-informed practice	**A3.1 The purpose and features of the Initial Teacher Training and Early Career Framework (ITTECF) and its contribution to professional development** **A3.1.1** Definition of ITTECF: a framework that supports the professional development of teachers during initial teacher training and the early stages of their careers **A3.1.2** Purpose of ITTECF: identifies the knowledge, skills and behaviours expected of teachers; supports high-quality teaching and improved student outcomes; promotes evidence-informed approaches to teaching and learning **A3.1.3** Features of ITTECF: structured training and professional development; mentoring from experienced teachers; observation of effective teaching practice; feedback and guidance; development of professional knowledge, skills and behaviours **A3.1.4** Contribution to professional development: develops teaching knowledge, skills and confidence; supports evidence-informed practice; supports transition into the teaching profession: undergraduate and postgraduate initial teacher training routes leading to Qualified Teacher Status (QTS); promotes consistency in professional standards **A3.2 The purpose and features of National Professional Qualifications (NPQs) and their contribution to professional development** **A3.2.1** Definition of NPQs: nationally recognised professional development qualifications **A3.2.2** Types of NPQs o specialist NPQs: Leading Teaching; Leading Behaviour and Culture; Leading Literacy o leadership NPQs: Senior Leadership; Headship; Early Years Leadership o NPQ for Special Educational Needs Co-ordinators (SENCOs) **A3.2.3** Purposes of NPQs: develop professional, specialist and leadership knowledge and skills; support improvements in teaching, learning and leadership; promote evidence-informed professional practice; support career progression **A3.2.4** Features of NPQs: nationally recognised professional development; evidence-informed content; structured professional learning; independent study; application of

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Content outcome	Content detail
	learning to professional practice; development for specialist or leadership responsibilities; do not lead to QTS **A3.2.5** Contribution to professional development: develops professional and leadership knowledge and skills; increases professional confidence and competence; supports evidence-informed decision-making; supports career progression and continuous professional development; contributes to improved educational practice and student outcomes **A3.3 The suitability of ITTECF-informed development and NPQs for different individual and organisational professional-development needs** **A3.3.1** Factors when considering suitability: individual and organisational professional-development needs; intended career route; existing role, knowledge, skills and experience; knowledge and skills required; relevance of the development route; whether the route leads to a recognised professional status; type of professional support required; readiness for independent study; time and workload requirements; opportunities to apply learning; organisational priorities and support available **A3.4 The nature and roles of the Education Endowment Foundation (EEF) and be able to consider its significance to educational practice** **A3.4.1** Nature of EEF: an independent organisation that produces and shares evidence, research and guidance to support educational improvement **A3.4.2** Roles of EEF: promotes the use of evidence-informed practice in education; evaluates the effectiveness of educational approaches, strategies and interventions; supports education providers to make informed decisions about teaching, learning and student outcomes; provides guidance and resources to support improvements in educational practice, including the Teaching and Learning Toolkit, the Early Years Toolkit, guidance reports and evaluation reports **A3.4.3** Significance of the EEF: benefits of using EEF research and guidance; importance of EEF evidence in educational decision-making; contribution of EEF resources to teaching, learning and learner outcomes; factors affecting the application of EEF recommendations; limitations of applying EEF evidence without considering educational setting; role of professional judgement when using EEF evidence

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Content outcome	Content detail
A4 Know and understand central ideas in cognitive science and their implications for teaching and early years practice	**A4.1 Cognitive science concepts** **A4.1.1** Key concepts: human cognitive architecture; working memory and long-term memory; Cognitive Load Theory (CLT); retrieval practice; dual coding **A4.2 Definition and components of human cognitive architecture** **A4.2.1** Definition: how the brain processes, stores and retrieves information **A4.2.2** Components: working memory; long-term memory **A4.3 Role in learning of working memory and long-term memory** **A4.3.1** Role in learning: working memory processes new information; long-term memory stores and enables retrieval of knowledge, skills and experiences **A4.3.2** Transfer of information: movement of information from working memory to long-term memory **A4.3.3** Application in educational situations: benefits and limitations of working memory and long-term memory in different learning activities and educational situations **A4.4 Cognitive Load Theory (CLT) and its implications for teaching and early years practice** **A4.4.1** Definition of CLT: a theory which proposes that working memory has a limited capacity and learning can be affected when this capacity is exceeded **A4.4.2** Key principles of CLT: working memory has limited capacity; learning is supported when unnecessary demands on working memory are reduced; information is more likely to be retained when it can be transferred to long-term memory **A4.4.3** Types of cognitive load o intrinsic cognitive load: the mental effort required by the complexity of the content being learned o extraneous cognitive load: unnecessary mental effort created by the way information is presented or by distractions o germane cognitive load: the mental effort used to process information and build understanding in long-term memory **A4.4.4** Purpose of CLT: supports learning by managing demands on working memory and enabling effective processing of information

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Content outcome	Content detail
	A4.4.5 Approaches used to manage cognitive load: chunking information; sequencing learning; scaffolding; modelling; worked examples; reducing distractions; features; benefits and limitations **A4.4.6** Benefits of CLT: supports understanding, retention, recall and progression of learning **A4.4.7** Factors affecting effectiveness of CLT: prior knowledge, complexity of content, presentation of information, pace of learning and learning environment **A4.4.8** Implications for teaching and early years practice: planning, sequencing and presenting learning experiences in ways that support working memory and reduce unnecessary cognitive load **A4.5 Retrieval practice and its implications for teaching and early years practice** **A4.5.1** Definition of retrieval practice: recalling previously learned information from memory **A4.5.2** Purpose of retrieval practice: strengthening retention and recall of learning over time **A4.5.3** Methods of retrieval practice: questioning; quizzes; flashcards; low-stakes testing; discussion; gap-fill exercises; explaining concepts to others; recalling and summarising previous learning; features; benefits and limitations **A4.5.4** Benefits of retrieval practice: supports knowledge retention; strengthens memory; improves recall **A4.5.5** Factors affecting effectiveness: frequency; timing; suitability of retrieval activities **A4.5.6** Implications for teaching and early years practice: providing opportunities for learners to recall and use previously learned knowledge and skills **A4.6 Dual coding and its implications for teaching and early years practice** **A4.6.1** Definition of dual coding: combining verbal and visual information to support learning **A4.6.2** Purpose of dual coding: supports understanding, retention and recall through multiple representations of information **A4.6.3** Dual coding approaches: combining words with: objects; actions and demonstrations; images; diagrams; charts; timelines; symbols; flow charts; mind maps;

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Content outcome	Content detail
	infographics; graphic organisers: Venn diagrams, tables, comparison grids; features; benefits and limitations **A4.6.4** Benefits: supports understanding, memory and recall **A4.6.5** Factors affecting effectiveness: suitability, clarity and accuracy of verbal and visual information presented **A4.6.6** Implications for teaching and early years practice: presenting information using complementary verbal and visual representations to support learning and understanding
A5 Know and understand the key stages of human development and how they impact on the design of learning, and how social, emotional and environmental factors can impact on learning	When assessing how human development influences the design of learning, students must draw on content from Unit 1 section A9, which details how developmental stages and individual differences inform learning activities, environments, resources and support. **A5.1 The infancy stage (birth to 2 years), its features and its impact on the design of learning** **A5.1.1** Definition of infancy stage: a stage of rapid physical, cognitive, social and emotional development **A5.1.2** Features of the infancy stage: o physical development: rapid growth in height and weight; development of gross and fine motor skills; increasing mobility and coordination o cognitive development: exploring through the senses; developing early memory and recognition; early language development o social development: attachment to main carers; bonding through care and close contact; interaction with familiar adults o emotional development: development of trust in carers; expressing emotions through crying, smiling and gestures; developing self-awareness **A5.1.3** Impact on the design of learning: sensory and exploratory activities; play-based learning; opportunities for movement and communication; secure and responsive environments; balancing exploration with appropriate guidance and support **A5.2 The early childhood stage (2 to 5 years), its features and its impact on the design of learning** **A5.2.1** Definition of early childhood stage: a stage characterised by increasing independence, communication and exploration **A5.2.2** Features of the early childhood stage:

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Content outcome	Content detail
	○ physical development: increasing coordination and balance; developing gross and fine motor control ○ cognitive development: rapid language development and use of new vocabulary; symbolic thinking through pretend play; early reasoning and problem-solving ○ social development: progression from parallel play to cooperative play with peers; learning to share and take turns; forming early friendships ○ emotional development: understanding and naming own feelings; developing emotional regulation; growing confidence and independence **A5.2.3** Impact on the design of learning: play-based activities; practical exploration; opportunities for communication, interaction and choice; structured routines and support; balancing exploration with appropriate guidance and structure **A5.3 The childhood stage (5 to 12 years), its features and its impact on the design of learning** **A5.3.1** Definition of childhood stage: a stage of increasing knowledge, skills, independence and social awareness **A5.3.2** Features of the childhood stage: ○ physical development: steady growth; increasing strength, coordination and stamina ○ cognitive development: developing literacy and numeracy; improving memory; logical reasoning and problem-solving ○ social development: developing peer relationships; working as part of a team; understanding rules and social expectations ○ emotional development: developing self-esteem; building resilience; managing own emotions **A5.3.3** Impact on the design of learning: collaborative activities; structured learning experiences; increasing challenge and responsibility; opportunities for practice and application; adapting learning activities to differing rates of development **A5.4 The adolescence stage (12 to 18 years), its features and its impact on the design of learning** **A5.4.1** Definition of adolescence stage: a stage of physical maturation, identity formation and increasing independence **A5.4.2** Features of the adolescence stage:

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Content outcome	Content detail
	○ physical development: puberty and hormonal changes; physical maturation; growth spurts and development of secondary sexual characteristics ○ cognitive development: development of abstract thinking; increasing critical thinking; more complex decision-making and problem-solving ○ social development: increasing peer influence; forming a personal identity; growing independence from family ○ emotional development: developing self-concept; greater emotional awareness; managing complex and changing emotions **A5.4.3** Impact on the design of learning: independent learning opportunities; discussion and debate; problem-solving activities; opportunities for reflection and personal responsibility; adapting levels of support, challenge and independence to learners' developmental needs **A5.5 The adulthood stage (18+ years), its features and its impact on the design of learning** **A5.5.1** Definition of adulthood stage: a stage characterised by continued learning, responsibility and personal development **A5.5.2** Features of the adulthood stage: ○ physical development: full physical maturity; maintaining health and wellbeing; gradual age-related changes over time ○ cognitive development: applying knowledge, skills and experience; continued learning and adapting to new situations ○ social development: employment and career development; family, community and wider social responsibilities ○ emotional development: emotional maturity; resilience in managing life changes; self-management and wellbeing **A5.5.3** Impact on the design of learning: self-directed learning; application to real-life contexts; flexible and relevant learning opportunities; recognition of prior knowledge and experience **A5.6 The impact of human development on the design of learning and the suitability of approaches used to support learning across different stages of human development:** play-based learning; practical and exploratory learning; collaborative learning; independent learning;

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Content outcome	Content detail
	self-directed learning; adapting learning activities, resources and environments to developmental needs; features; benefits and limitations **A5.7 Social, emotional and environmental factors and be able to consider their impact on learning** **A5.7.1** Social factors: o definition: influences arising from a student's relationships, family, community and circumstances o examples: family circumstances and support; peer relationships; socio-economic circumstances; cultural and community influences; language background o impact on learning: supportive family and peer relationships can increase confidence, motivation and participation; limited support, social isolation or financial hardship can reduce attendance, engagement and access to learning opportunities **A5.7.2** Emotional factors: o definition: a student's feelings, wellbeing and mental health that affect how they approach and engage with learning o examples: wellbeing and mental health; confidence and self-esteem; motivation; anxiety and stress; sense of belonging; experiences of adversity or trauma o impact on learning: confidence and a sense of belonging can support participation, resilience and willingness to attempt challenging tasks; anxiety, stress or low self-esteem can reduce concentration, the ability to process new information, participation and achievement **A5.7.3** Environmental factors: o definition: conditions in a student's home and learning environment that affect their access to, and readiness for, learning o examples: home learning environment; access to resources and technology; safety and security; routines and structure; physical learning environment (see Unit 1: A3) o impact on learning: a safe, stable and well-resourced environment can support concentration, independent study and completion of work; an unsafe, unstable or poorly resourced environment can reduce concentration, attendance and progress **A5.7.4** Effects and significance of factors: factors combining and affecting each other; the varying impact of factors between individuals and between stages of development (see A5.1–A5.5)

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Content outcome	Content detail
	A5.7.5 Implications for education practice: identifying factors affecting individual students; adapting learning activities, environments and support (see B2); working with families, carers and other professionals; building positive relationships (see B6); following wellbeing and safeguarding procedures where concerns arise (see A2.1.2 and A2.1.6)
A6 Know and understand the purpose of reflective practice and how models of reflective practice are applied to education practice	**A6.1 The meaning and purpose of reflective practice in education** **A6.1.1** Definition of reflective practice: the process of reviewing and evaluating professional practice to identify learning, inform future actions and support continuous improvement **A6.1.2** Purpose: evaluates practice; identifies strengths and areas for development; supports continuous improvement; improves outcomes for learners; informs professional development; supports evidence-informed decision-making **A6.1.3** Methods of reflection: reflective journals or logs; peer observation; feedback from mentors or colleagues; student feedback; video recording of practice; professional discussion; features **A6.2 Kolb's experiential learning cycle and its application to education practice** **A6.2.1** Definition of Kolb's experiential learning cycle: a reflective learning model in which learning is developed through experience, reflection, understanding and application **A6.2.2** Purpose: learning from experience to improve future practice **A6.2.3** Key features: cyclical model of reflection; learning through experience; continuous development and improvement **A6.2.4** Stages: o concrete experience: participating in an activity or experience o reflective observation: reviewing and reflecting on the experience o abstract conceptualisation: drawing conclusions and identifying learning o active experimentation: applying learning to future situations **A6.2.5** Application to education practice: reviewing experiences; identifying learning from practice; planning improvements; applying learning to future teaching, learning and professional situations **A6.3 Gibbs' reflective cycle and its application to education practice**

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Content outcome	Content detail
	A6.3.1 Definition of Gibbs' reflective cycle: a structured model of reflection that uses a series of stages to evaluate experiences and support improvement **A6.3.2** Purpose: supporting structured reflection to improve future practice **A6.3.3** Key features: structured approach to reflection; consideration of thoughts, feelings and actions; focus on evaluating and improving practice **A6.3.4** Stages: o description: what happened o feelings: thoughts and emotions experienced o evaluation: what went well and what did not go well o analysis: understanding and interpreting the experience o conclusion: identifying what could have been done differently o action plan: planning future actions and improvements **A6.3.5** Application to education practice: evaluating professional practice; identifying strengths and areas for development; planning actions to improve future performance and outcomes **A6.4 Schön's Model of Reflective Practice and its contribution to reflective practice** **A6.4.1** Definition of Schön's Model of Reflective Practice: a model of reflection that supports learning and improvement through reflection during and after practice **A6.4.2** Key features: reflection takes place both during and after practice; draws on professional knowledge and experience; supports responding to unexpected or complex situations; links reflection to professional judgement **A6.4.3** Key concepts o Reflection-in-action: reflection during an activity or experience to adapt practice o Reflection-on-action: reflection after an activity or experience to evaluate practice and inform future actions **A6.4.4** Contribution: develops reflective practice as an approach to professional learning, decision-making and continuous improvement **A6.4.5** Application to education practice: supports professional judgement; adapting practice in response to situations; improving future performance and outcomes

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Content outcome	Content detail
	A6.5 The benefits, limitations, effectiveness and suitability of reflective practice and reflective practice models in education A6.5.1 Benefits of reflective practice: supports professional development; increases self-awareness; informs future actions and decision-making; develops professional knowledge and skills; promotes continuous improvement; enhances teaching, learning and learner outcomes A6.5.2 Limitations of reflective practice: time-consuming; relies on honest and accurate reflection; may be influenced by personal judgement or bias; may be difficult for practitioners with limited professional experience; may have limited impact if identified actions are not implemented A6.5.3 Factors affecting effectiveness: quality and depth of reflection; professional experience; availability, quality and timeliness of feedback; time available for reflection; opportunities to implement and review actions; organisational support and culture A6.5.4 Suitability of reflective practice models: suitability of Kolb's experiential learning cycle, Gibbs' reflective cycle and Schön's model of reflective practice for different educational settings, professional situations and development needs

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Content area B: Supporting Learning, Inclusion and Progress

Content outcome	Content detail
B1 Know and understand the key principles of inclusive practice and how they support accessibility, participation and progress	When assessing the principles of inclusive practice, students must draw on content from Unit 1 section B1, which details how inclusive practice supports accessibility, participation and progress. **B1.1 The key principles of inclusive practice:** inclusion; equality; diversity; equity **B1.2 The principle of inclusion and its contribution to accessibility, participation and progress** **B1.2.1** Definition of inclusion: ensuring all students can access, participate in and benefit from learning regardless of their needs, characteristics or circumstances **B1.2.2** Purpose: removing barriers to learning and promoting positive outcomes for all students **B1.2.3** Key features: access; participation; belonging; representation; positive outcomes **B1.2.4** Contribution to accessibility, participation and progress: supporting access to learning opportunities; promoting participation and engagement; supporting achievement and positive outcomes **B1.3 The principle of equality and its contribution to accessibility, participation and progress** **B1.3.1** Definition of equality: ensuring fair treatment and equal opportunities for all students **B1.3.2** Purpose: promoting fair treatment and supporting fair access to learning opportunities **B1.3.3** Key features: fairness; consistency; equal opportunities; non-discrimination **B1.3.4** Contribution to accessibility, participation and progress: promoting fair access to learning; supporting engagement and participation; enabling students to make progress from their starting points

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	B1.4 The principle of diversity and its contribution to accessibility, participation and progress **B1.4.1** Definition of diversity: recognising, valuing and respecting differences between individuals and groups **B1.4.2** Purpose: creating learning environments that recognise and reflect individual differences **B1.4.3** Key features: recognition of individuality; respect for differences; representation; inclusion of diverse perspectives and experiences **B1.4.4** Contribution to accessibility, participation and progress: supporting belonging and engagement; promoting inclusive learning experiences; recognising differing needs and strengths **B1.5 The principle of equity and its contribution to accessibility, participation and progress** **B1.5.1** Definition of equity: providing appropriate support, resources and opportunities according to individual needs **B1.5.2** Purpose: reducing barriers and supporting successful participation and achievement **B1.5.3** Key features: responsive support; reasonable adjustments; targeted provision; removal of barriers **B1.5.4** Contribution to accessibility, participation and progress: supporting access to learning; enabling participation; promoting achievement and positive outcomes for students with differing needs

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Content outcome	Content detail
	B1.6 The importance of inclusive practice in supporting accessibility, participation and progress in different educational settings **B1.6.1** Accessibility: reducing barriers to learning, resources, environments and opportunities **B1.6.2** Participation: supporting engagement and involvement in learning experiences **B1.6.3** Progress: supporting achievement, development and positive outcomes from individual starting points **B1.6.4** Factors affecting effectiveness: individual needs; learning environments; available resources; practitioner knowledge and skills; organisational culture **B1.6.5** Educational settings: see A2.2 **B1.7 The meaning of Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL), and the importance of identifying strengths and support needs** **B1.7.1** Definition of SEND: a learning difficulty or disability that requires special educational provision to be made **B1.7.2** Broad areas of need set out by the SEND Code of Practice o communication and interaction o cognition and learning o social, emotional and mental health o sensory and/or physical needs

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Content outcome	Content detail
	B1.7.3 Examples of SEND o Communication and interaction: autism; speech, language and communication needs o Cognition and learning: dyslexia; dyscalculia; dyspraxia o Social, emotional and mental health: attention deficit hyperactivity disorder (ADHD); anxiety-related difficulties o Sensory and/or physical needs: visual impairment; hearing impairment; physical disability **B1.7.4** Potential strengths of students with SEND: individual subject knowledge, skills and interests; prior learning and experience; established strategies for managing learning; ability to communicate preferences and support needs; strengths in particular activities or forms of communication; independence where appropriate support is available **B1.7.5** Potential support needs of students with SEND: communication and interaction support; support with reading, writing, numeracy or processing information; support with organisation, attention or concentration; social, emotional or mental health support; sensory support; physical access or mobility support; adapted resources or equipment; additional time, guidance or adult support **B1.7.6** Definition of EAL: the use of English alongside another language or languages **B1.7.7** Potential strengths of students with EAL: established communication strategies; knowledge of more than one language; prior knowledge and learning gained through another language; different educational experiences; different cultural knowledge and perspectives **B1.7.8** Potential support needs of students with EAL: understanding unfamiliar English vocabulary; understanding subject-specific terminology; developing spoken English; developing reading and writing in English; additional processing time where language is unfamiliar; visual or contextual support; opportunities to clarify and rehearse language

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Content outcome	Content detail
	B1.7.9 Considerations when identifying support needs: individual strengths; prior knowledge and learning; educational experience; English-language proficiency; identified SEND; barriers to access, participation and progress; existing support; avoiding assumptions based on SEND or EAL; recognising that strengths and support needs vary between individuals .

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Content outcome	Content detail
B2 Know the strategies used to support inclusive practice and understand how they facilitate access, participation and progress	When assessing strategies for inclusive practice, students must draw on content from Unit 1 section B3, which details the selection and evaluation of adaptations used to reduce or remove barriers to learning. **B2.1 The strategies used to support inclusive practice and how they facilitate accessibility, participation and progress for all students:** offering choice and autonomy; presenting information in different ways; clarifying vocabulary; providing scaffolding; varying teaching methods; varying ways in which students provide responses; making use of different media; making use of tools and assistive technology; identifying and removing physical and pedagogical barriers; providing appropriate resources and support **B2.2 The strategy of offering choice and autonomy and its contribution to accessibility, participation and progress** **B2.2.1** Definition: providing opportunities for students to make decisions about aspects of their learning **B2.2.2** Purpose: promoting engagement, independence and ownership of learning **B2.2.3** Key features: learner choice; flexibility; self-direction; personalised learning opportunities **B2.2.4** Ways of offering choice and autonomy: choice of task, topic or resources; choice of order or pace; choice of response format (see B2.7.3); choice of level of challenge; features; benefits and limitations **B2.2.5** Contribution to accessibility, participation and progress: supporting motivation and engagement; encouraging participation; enabling students to access learning in ways that meet their needs and preferences **B2.3 The strategy of presenting information in different ways and its contribution to accessibility, participation and progress** **B2.3.1** Definition: presenting information using a variety of formats and approaches **B2.3.2** Purpose: supporting understanding and access to learning

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Content outcome	Content detail
	B2.3.3 Ways of presenting information: verbal explanations; written information; visual representations; demonstrations; practical activities; features; benefits and limitations **B2.3.4** Contribution to accessibility, participation and progress: increasing access to learning; supporting understanding; enabling students to engage with content in different ways **B2.4 The strategy of clarifying vocabulary and its contribution to accessibility, participation and progress** **B2.4.1** Definition: explicitly teaching and explaining words, phrases and subject-specific terminology **B2.4.2** Purpose: supporting understanding and communication **B2.4.3** Techniques for clarifying vocabulary: pre-teaching vocabulary; defining unfamiliar terms; modelling language; glossaries and word banks; checking understanding; reinforcing key vocabulary; features; benefits and limitations **B2.4.4** Contribution to accessibility, participation and progress: reducing barriers created by language; supporting communication; improving understanding and learning **B2.5 The strategy of providing scaffolding and its contribution to accessibility, participation and progress** **B2.5.1** Definition: providing temporary support to help students complete tasks and develop understanding **B2.5.2** Purpose: supporting access to learning and developing independence **B2.5.3** Scaffolding techniques: prompts; modelling; worked examples; templates; sentence starters and writing frames; breaking tasks into steps; guided practice; features; benefits and limitations

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Content outcome	Content detail
	B2.5.4 Contribution to accessibility, participation and progress: reducing barriers to learning; supporting confidence and success; enabling progression towards independent learning

Content outcome	Content detail
	B2.6 The strategy of varying teaching methods and its contribution to accessibility, participation and progress **B2.6.1** Definition: using different teaching approaches to meet diverse learning needs **B2.6.2** Purpose: supporting engagement and access to learning **B2.6.3** Teaching methods: direct instruction; discussion; collaborative learning; practical activities; independent learning; features; benefits and limitations **B2.6.4** Contribution to accessibility, participation and progress: providing multiple routes to learning; supporting engagement; enabling participation by a wider range of students **B2.7 The strategy of varying ways in which students provide responses and its contribution to accessibility, participation and progress** **B2.7.1** Definition: providing multiple ways for students to demonstrate learning and understanding **B2.7.2** Purpose: enabling students to communicate knowledge and skills effectively **B2.7.3** Ways students can provide responses: verbal responses; written responses; practical demonstrations; visual presentations; digital responses; features; benefits and limitations **B2.7.4** Contribution to accessibility, participation and progress: reducing unnecessary barriers to assessment and participation; enabling students to demonstrate achievement in different ways **B2.8 The use of different media and its contribution to accessibility, participation and progress**

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Content outcome	Content detail
	B2.8.1 Definition: using different forms of media to communicate and support learning **B2.8.2** Purpose: increasing engagement and accessibility **B2.8.3** Types of media: text; audio; video; images; interactive resources; features; benefits and limitations

Content outcome	Content detail
	B2.8.4 Contribution to accessibility, participation and progress: supporting different learning needs and preferences; improving engagement; increasing access to information **B2.9 The use of tools and assistive technology and their contribution to accessibility, participation and progress** **B2.9.1** Definition: tools and technologies designed to support access, participation and learning **B2.9.2** Purpose: reducing barriers and enabling participation **B2.9.3** Types of tools and assistive technology: speech-to-text software; text-to-speech software; screen readers; communication aids; hearing loops or radio aids; magnification aids; adapted equipment; features; benefits and limitations **B2.9.4** Contribution to accessibility, participation and progress: increasing independence; supporting access to learning; enabling participation and achievement **B2.10 The identification and removal of physical and pedagogical barriers and their contribution to accessibility, participation and progress** **B2.10.1** Definition of physical barriers: environmental factors that restrict access, movement or participation, such as steps, room layout, lighting and noise **B2.10.2** Definition of pedagogical barriers: teaching and learning approaches that may limit access, engagement or achievement, such as complex language, reliance on a single teaching method and inaccessible resources

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Content outcome	Content detail
	B2.10.3 Purpose: reducing or removing barriers that prevent participation and progress **B2.10.4** Methods of identifying and removing barriers: observation; student and parent or carer views; assessment information; accessibility audits; reasonable adjustments; adaptation of teaching approaches; review of learning environments and resources; features; benefits and limitations

Content outcome	Content detail
	B2.10.5 Contribution to accessibility, participation and progress: increasing access to learning opportunities; promoting inclusion; supporting participation and achievement **B2.11 The provision of appropriate resources and support and their contribution to accessibility, participation and progress** **B2.11.1** Definition: providing resources, interventions and support that respond to identified needs **B2.11.2** Purpose: reducing barriers and supporting successful participation and achievement **B2.11.3** Types of resources and support: adapted resources; additional adult support; targeted interventions; specialist services; features; benefits and limitations; assistive tools and technology: see B2.9.3 **B2.11.4** Contribution to accessibility, participation and progress: supporting learning; promoting participation; enabling students to achieve positive outcomes **B2.12 The effectiveness of strategies used to support accessibility, participation and progress in different educational settings** **B2.12.1** Benefits: supporting inclusion; reducing barriers; promoting engagement; improving outcomes

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Content outcome	Content detail
	B2.12.2 Factors affecting effectiveness: individual needs; learning environments; practitioner knowledge and skills; availability of resources and support **B2.12.3** Strengths and limitations of different strategies used to support accessibility, participation and progress **B2.12.4** Educational settings: see A2.2 **B2.12.5** Application to practice: selecting, adapting and combining strategies to meet individual and group needs and support positive outcomes for all students

Content outcome	Content detail
B3 Know and understand the types of assessment, their strengths and limitations, and the importance of using appropriate assessment	When assessing the purposes, strengths, limitations and suitability of assessment, students must draw on content from Unit 1 section A8 and Unit 2 sections C3–C4, which detail the selection, use and evaluation of assessment types and methods to measure learning and progress. **B3.1 Types of assessment used to measure learning:** formative assessment; summative assessment; diagnostic assessment; comparative assessment **B3.2 Formative assessment and its benefits and limitations** **B3.2.1** Definition: assessment used during learning to monitor progress and inform teaching and learning **B3.2.2** Purpose: identifying current understanding; informing next steps in learning; providing feedback to support progress **B3.2.3** Formative assessment methods: observation during activities; exit tickets; self-assessment; peer assessment used to identify next steps; features; benefits and limitations; questioning and quizzes, including low-stakes and quick-fire quizzes: see A4.5.3 **B3.2.4** Benefits of formative assessment: provides immediate information about learning; supports responsive teaching; identifies misconceptions and learning needs

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Content outcome	Content detail
	B3.2.5 Limitations of formative assessment: may require regular monitoring and interpretation; findings may be influenced by the assessment method used **B3.2.6** Contribution of formative assessment to understanding and identifying learner needs: provides information about current understanding, progress and areas requiring support

Content outcome	Content detail
	B3.3 Summative assessment and its benefits and limitations **B3.3.1** Definition: assessment used to evaluate learning at the end of a period of study or learning **B3.3.2** Purpose: measuring achievement against learning objectives or outcomes **B3.3.3** Summative assessment methods: end-of-topic tests; examinations; final assignments or projects; practical demonstrations assessed at the end of learning; features; benefits and limitations **B3.3.4** Benefits of summative assessment: measures attainment; provides evidence of achievement; supports reporting and certification **B3.3.5** Limitations of summative assessment: provides a snapshot of performance at a specific point in time; may provide limited information about learning processes or future support needs **B3.3.6** Contribution to understanding and identifying learner needs: provides information about attainment, achievement and areas for future development **B3.4 Diagnostic assessment and its benefits and limitations** **B3.4.1** Definition: assessment used to identify existing knowledge, skills, strengths, misconceptions and support needs

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Content outcome	Content detail
	B3.4.2 Purpose: establishing a starting point for learning and informing planning and support **B3.4.3** Diagnostic assessment methods: baseline assessments; initial assessment; prior-knowledge quizzes; diagnostic questioning; skills checks; concept maps; analysis of errors in written or practical tasks; features; benefits and limitations **B3.4.4** Benefits of diagnostic assessment: identifies learning needs and misconceptions; supports targeted planning and intervention **B3.4.5** Limitations of diagnostic assessment: may require additional time and resources; findings may need further investigation or review **B3.4.6** Contribution to understanding and identifying learner needs: provides detailed information about prior knowledge, abilities and support requirements

Content outcome	Content detail
	B3.5 Comparative assessment and its benefits and limitations **B3.5.1** Definition: assessment that compares performance against that of other learners or groups **B3.5.2** Purpose: determining relative performance and supporting comparison of outcomes **B3.5.3** Comparative assessment methods: standardised tests; common assessment tasks; norm-referenced assessments; benchmarking; features; benefits and limitations **B3.5.4** Benefits of comparative assessment: identifies relative strengths and performance levels; supports benchmarking and comparison **B3.5.5** Limitations of comparative assessment: may provide limited information about individual progress or learning needs; performance is influenced by the performance of others

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Content outcome	Content detail
	B3.5.6 Contribution to understanding and identifying learner needs: provides information about relative performance and areas where additional support or challenge may be required

Content outcome	Content detail
	B3.6 The importance of using appropriate assessment to provide information about students' understanding and needs in different educational settings **B3.6.1** Purpose: obtaining accurate and relevant information about learning, progress and support needs **B3.6.2** Benefits: informing planning, teaching, learning and support; identifying strengths and areas for development; monitoring progress; supporting achievement **B3.6.3** Factors affecting suitability: purpose of assessment; age and stage of learners; learning objectives; individual needs; learning context **B3.6.4** Strengths and limitations of assessment types: see B3.2–B3.5 **B3.6.5** Educational settings: see A2.2

Content outcome	Content detail
B4 Know and understand the stages of the assess-teach-feedback cycle and how they support effective learning	When assessing the assess-teach-feedback cycle, students must draw on content from Unit 1 sections A5 and A8 and Unit 2 section C1, which detail learning objectives, assessment evidence, individual learning goals and feedback used to support progress. **B4.1 Stages of the assess-teach-feedback cycle:** assess; teach; feedback **B4.2 Assessment within the assess-teach-feedback cycle and its contribution to effective learning** **B4.2.1** Definition: gathering information about students' knowledge, skills, understanding and needs

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Content outcome	Content detail
	B4.2.2 Purpose: identifying starting points; monitoring progress; informing teaching and support **B4.2.3** Assessment methods: see B3.2.3–B3.5.3 **B4.2.4** Contribution to effective learning: identifying strengths and areas for development; informing planning; supporting appropriate challenge and support **B4.3 Teaching within the assess–teach–feedback cycle and its contribution to effective learning** **B4.3.1** Definition: planned learning experiences designed to support the development of knowledge, skills and understanding **B4.3.2** Purpose: promoting learning, development and progress **B4.3.3** Teaching methods and strategies: see B2.2–B2.11 **B4.3.4** Contribution to effective learning: supporting engagement; developing knowledge and skills; meeting individual learning needs

Content outcome	Content detail
	B4.4 Feedback within the assess–teach–feedback cycle and its contribution to effective learning **B4.4.1** Definition: information provided to learners about their learning, performance or progress **B4.4.2** Purpose: recognising strengths; identifying areas for improvement; informing next steps in learning **B4.4.3** Types of feedback: verbal feedback; written feedback; whole-class feedback; recorded or digital feedback; non-verbal feedback; self-assessment; peer assessment; features; benefits and limitations **B4.4.4** Contribution to effective learning: supporting reflection; improving performance; guiding future learning and development **B4.5 Importance of the assess–teach–feedback cycle in supporting effective learning in different educational settings**

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Content outcome	Content detail
	B4.5.1 Continuous cycle: assessment informing teaching; teaching informing feedback; feedback informing future assessment and learning **B4.5.2** Benefits: identifying learning needs; supporting progress; promoting engagement; improving outcomes **B4.5.3** Factors affecting effectiveness: quality of assessment; suitability of teaching approaches; timeliness and quality of feedback; learner engagement **B4.5.4** Application in educational settings: see A2.2 **B4.5.5** Strengths and limitations: assessment methods, see B3.2.3–B3.5.3; teaching methods and strategies, see B2.2–B2.11; types of feedback, see B4.4.3

Content outcome	Content detail
B5 Know and understand the key principles for providing high-quality feedback to support student progress	When assessing the principles and effectiveness of high-quality feedback, students must draw on content from Unit 2 section C5, which details the application of feedback to recognise strengths, identify improvements and agree achievable next steps. **B5.1 Key principles for providing high-quality feedback to support student progress:** timely feedback; specific feedback; constructive feedback; actionable feedback; feedback linked to learning objectives and outcomes; feedback that supports reflection and improvement; feedback that promotes student independence and ownership **B5.2 The principle of timely feedback and its contribution to student progress** **B5.2.1** Definition: feedback provided at an appropriate point to influence and support future learning **B5.2.2** Purpose: ensuring feedback can be acted upon to improve learning and performance **B5.2.3** Features: prompt; relevant; linked to recent learning and performance **B5.2.4** Contribution to student progress: supports understanding; addresses misconceptions; informs next steps in learning **B5.3 The principle of specific feedback and its contribution to student progress**

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Content outcome	Content detail
	B5.3.1 Definition: feedback focused on particular aspects of learning, performance or outcomes **B5.3.2** Purpose: helping students understand what has been done well and what needs improvement **B5.3.3** Features: clear; focused; targeted; linked to success criteria **B5.3.4** Contribution to student progress: supports understanding of strengths and areas for development; guides improvement

Content outcome	Content detail
	B5.4 The principle of constructive feedback and its contribution to student progress **B5.4.1** Definition: feedback that recognises strengths and identifies opportunities for improvement **B5.4.2** Purpose: encouraging development while maintaining motivation and confidence **B5.4.3** Features: balanced; supportive; improvement-focused; respectful **B5.4.4** Contribution to student progress: promotes confidence; supports engagement; encourages continued learning and development **B5.5 The principle of actionable feedback and its contribution to student progress** **B5.5.1** Definition: feedback that provides clear guidance on how improvement can be achieved **B5.5.2** Purpose: helping students identify and implement next steps in learning **B5.5.3** Features: specific next steps; achievable targets; practical guidance **B5.5.4** Contribution to student progress: supports improvement; promotes learner responsibility; informs future learning **B5.6 The principle of feedback linked to learning objectives and outcomes and its contribution to student progress**

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Content outcome	Content detail
	B5.6.1 Definition: feedback related to intended learning outcomes, success criteria or goals **B5.6.2** Purpose: helping students understand progress towards expected outcomes **B5.6.3** Features: objective-focused; criteria-referenced; consistent **B5.6.4** Contribution to student progress: clarifies expectations; supports achievement of learning goals; informs future development

Content outcome	Content detail
	B5.7 The principle of feedback that supports reflection and improvement and its contribution to student progress **B5.7.1** Definition: feedback that encourages students to review, evaluate and improve their own learning **B5.7.2** Purpose: developing self-awareness and reflective learning practices **B5.7.3** Features: prompts students to review their own work; encourages self-assessment against success criteria; invites reflection on what went well and what could be improved; provides opportunities to review performance **B5.7.4** Contribution to student progress: develops reflective practice; supports improvement; encourages active engagement in learning **B5.8 The principle of feedback that promotes student independence and ownership and its contribution to student progress** **B5.8.1** Definition: feedback that encourages students to take responsibility for their learning and progress **B5.8.2** Purpose: developing confidence, self-regulation and independent learning **B5.8.3** Features: involves students in identifying next steps; supports students to set their own goals; encourages students to monitor their own progress; gives students responsibility for acting on feedback

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Content outcome	Content detail
	B5.8.4 Contribution to student progress: supports independence; promotes motivation and engagement; encourages sustained improvement

Content outcome	Content detail
	B5.9 The importance and effectiveness of feedback in supporting student progress in different educational settings **B5.9.1** Benefits: improving understanding; supporting learning and development; addressing misconceptions; promoting progress and achievement **B5.9.2** Factors affecting effectiveness: timing; quality; learner engagement; clarity of feedback; opportunities to act on feedback **B5.9.3** Types of feedback: see B4.4.3 **B5.9.4** Educational settings: see A2.2 **B5.9.5** Application to practice: selecting and adapting feedback approaches to support student needs, learning goals and positive outcomes

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Content outcome	Content detail
B6 Know and understand strategies for establishing and maintaining positive relationships in education and their impact on students	When assessing strategies for establishing and maintaining positive relationships, students must draw on content from Unit 2 section A4, which details the use of active listening to support purposeful communication and understanding. **B6.1 Strategies used to establish and maintain positive relationships in education:** greeting students; actively listening to students; showing interest in students' lives and goals; focusing on praise for positive behaviour, effort and achievement; fostering collaboration with peers; using restorative practices; providing a consistent and supportive learning environment and atmosphere **B6.2 The strategy of greeting students and its contribution to positive relationships** **B6.2.1** Definition: acknowledging and welcoming students in a positive and respectful manner **B6.2.2** Purpose: establishing positive interactions and promoting a sense of belonging **B6.2.3** Ways of greeting students: greeting students at the door; using students' names; eye contact and smiling; personalised greetings **B6.2.4** Ways greeting students contributes to positive relationships: builds trust and rapport; promotes inclusion; supports engagement and participation; limitations of this strategy **B6.3 The strategy of active listening and its contribution to positive relationships** **B6.3.1** Definition: listening attentively and responding appropriately to what students communicate **B6.3.2** Purpose: understanding students' views, needs and concerns **B6.3.3** Ways of demonstrating active listening: attentiveness; questioning; clarification; paraphrasing and summarising; non-verbal cues; giving thinking time; responding respectfully

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Content outcome	Content detail
	B6.3.4 Ways active listening contributes to positive relationships: builds trust; supports communication; encourages student voice and engagement; limitations of this strategy

Content outcome	Content detail
	B6.4 The strategy of showing interest in students' lives and goals and its contribution to positive relationships **B6.4.1** Definition: recognising and valuing students' experiences, interests, aspirations and achievements **B6.4.2** Purpose: developing meaningful connections and understanding individual needs **B6.4.3** Ways of showing interest in students' lives and goals: one-to-one check-ins; tutor or mentoring time; goal-setting conversations; personalised interactions; recognition of achievements; interest in aspirations and experiences **B6.4.4** Ways showing interest in students' lives and goals contributes to positive relationships: promotes belonging; increases motivation and engagement; supports positive wellbeing; limitations of this strategy **B6.5 The strategy of using praise and its contribution to positive relationships** **B6.5.1** Definition: recognising and reinforcing positive behaviour, effort and achievement **B6.5.2** Purpose: encouraging desired behaviours and supporting motivation **B6.5.3** Ways of giving praise: specific praise; verbal and written praise; private and public praise; recognition of positive behaviour; recognition of effort; recognition of progress and achievement; rewards and contact home **B6.5.4** Ways praise contributes to positive relationships: builds confidence; promotes positive behaviour; supports engagement and achievement; limitations of this strategy

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Content outcome	Content detail
	B6.6 The strategy of fostering collaboration with peers and its contribution to positive relationships **B6.6.1** Definition: creating opportunities for learners to work and learn together **B6.6.2** Purpose: supporting social interaction, communication and shared learning **B6.6.3** Ways of fostering collaboration with peers: paired work; group projects; peer tutoring; assigned group roles; peer discussion **B6.6.4** Ways fostering collaboration with peers contributes to positive relationships: promotes inclusion; develops social skills; supports belonging and participation; limitations of this strategy **B6.7 The strategy of restorative practices and its contribution to positive relationships** **B6.7.1** Definition: approaches that focus on repairing relationships, addressing harm and restoring positive interactions **B6.7.2** Purpose: resolving conflict and strengthening relationships **B6.7.3** Restorative practice methods: restorative conversations; restorative meetings; restorative circles; facilitated discussions; agreed actions to repair harm; features; benefits and limitations **B6.7.4** Principles of restorative practices: using dialogue to discuss what happened; encouraging individuals to take responsibility for their actions; supporting reflection on the impact of actions; using collaborative problem-solving to agree how to move forward; supporting actions to repair relationships **B6.7.5** Ways restorative practices contribute to positive relationships: builds trust; improves communication; supports inclusive and respectful environments; limitations of this strategy

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Content outcome	Content detail
	B6.8 The strategy of providing a consistent and supportive learning environment and atmosphere, and its contribution to positive relationships **B6.8.1** Definition: creating predictable, respectful and supportive learning environments **B6.8.2** Purpose: promoting safety, wellbeing and positive learning experiences **B6.8.3** Ways of providing a consistent and supportive learning environment: consistent routines; clear rules and boundaries; consistent use of the behaviour policy; clear expectations; calm, organised environment; positive interactions **B6.8.4** Ways a consistent and supportive learning environment contributes to positive relationships: promotes security and belonging; supports engagement; encourages positive behaviour and participation; limitations of this strategy **B6.9 The impact of positive relationships on student outcomes** **B6.9.1** Social development: supporting communication, collaboration, relationships and a sense of belonging **B6.9.2** Emotional wellbeing: supporting confidence, self-esteem, emotional regulation and resilience **B6.9.3** Mental health: promoting feelings of safety, support and connectedness **B6.9.4** Engagement in learning: increasing participation, motivation and commitment to learning **B6.9.5** Progress and achievement: supporting attendance, learning, attainment and positive educational outcomes **B6.9.6** Factors affecting effectiveness: consistency of relationships; communication; individual needs; learning environment; wider support systems

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Content outcome	Content detail
B7 Know and understand how technology and media can enhance learning and impact on students' engagement, development and progress	When assessing technology-enhanced learning, students must draw on content from Unit 1 sections A3–A4 and Unit 2 section A2, which detail the use of learning environments, educational technology and technology-enabled communication. **B7.1 Ways in which technology can be used to enhance learning in education:** provides access to online resources; provides opportunities for students to research and evaluate information and ideas; makes learning accessible for students with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL); provides opportunities to communicate and collaborate; uses a variety of media to describe and explain areas of learning **B7.2 Use of online resources and their contribution to engagement, development and progress** **B7.2.1** Definition: digital resources used to access, support and extend learning **B7.2.2** Purpose: providing access to information, learning materials and learning opportunities **B7.2.3** Types of online resources: websites; virtual learning environments; online learning platforms; digital reference materials; educational applications; age-appropriate devices for accessing resources, such as tablets; features; benefits and limitations **B7.2.4** Contribution to engagement, development and progress: increasing access to information and learning resources; supporting independent learning; extending learning opportunities **B7.3 How technology can provide opportunities to research and evaluate information and ideas and its contribution to engagement, development and progress** **B7.3.1** Definition: using technology to locate, review and assess information, sources and viewpoints **B7.3.2** Purpose: developing knowledge, understanding and critical thinking skills **B7.3.3** Research and evaluation activities: information gathering; source evaluation; comparison of ideas; investigation and enquiry, including using programmable floor robots in early years; features; benefits and limitations

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Content outcome	Content detail
	B7.3.4 Contribution to engagement, development and progress: supporting independent learning; developing research skills; promoting informed decision-making and critical thinking **B7.4 How technology can make learning accessible for students with SEND and EAL and its contribution to engagement, development and progress** **B7.4.1** Definition: the use of technology to reduce barriers to learning and participation **B7.4.2** Purpose: supporting access to learning, communication and participation **B7.4.3** Types of accessibility technology: translation tools; captioning and subtitling tools; accessibility features and adaptations; features; benefits and limitations; text-to-speech software and speech-to-text software: see B2.9.3 **B7.4.4** Contribution to engagement, development and progress: increasing accessibility; supporting independence; enabling participation and achievement **B7.5 Opportunities to communicate and collaborate using technology and their contribution to engagement, development and progress** **B7.5.1** Definition: using digital technologies to support interaction, communication and shared learning **B7.5.2** Purpose: promoting communication, collaboration and participation **B7.5.3** Types of communication and collaboration tools: online discussions; collaborative documents; video conferencing; shared digital workspaces; features; benefits and limitations **B7.5.4** Contribution to engagement, development and progress: supporting interaction and teamwork; promoting participation; developing communication and collaboration skills

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Content outcome	Content detail
	B7.6 Use of a variety of media to describe and explain areas of learning and its contribution to engagement, development and progress **B7.6.1** Definition: using different forms of media to communicate information, concepts and ideas **B7.6.2** Purpose: supporting understanding and engagement **B7.6.3** Types of media: animations; video demonstrations; interactive whiteboards; visualisers; features; benefits and limitations; text, images, audio, video and interactive media: see B2.8.3 **B7.6.4** Contribution to engagement, development and progress: supporting understanding; increasing accessibility; improving engagement with learning **B7.7 The impact of technology on engagement, development and progress in different educational settings** **B7.7.1** Engagement: increasing motivation, participation and involvement in learning **B7.7.2** Development: supporting the development of knowledge, skills, communication, collaboration and digital literacy **B7.7.3** Progress: supporting achievement, independence and positive learning outcomes **B7.7.4** Factors affecting effectiveness: learner needs; access to technology; digital skills; quality of resources; suitability of technology for the learning context **B7.7.5** Strengths and limitations of different technologies and media: see B7.2.3–B7.6.3 **B7.7.6** Educational settings: see A2.2

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Transferable skills

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

- **Analysing** information about legislation, guidance, educational settings and stages of development to identify what is relevant to a given situation
- **Critical thinking** to synthesise and conclude the implications of cognitive science, human development and reflective practice for education practice
- **Evaluating** by considering evidence to make supported judgements about the suitability of professional development routes, reflective practice models and approaches to learning
- **Decision making** and using evidence to identify actions that maintain health, safety and wellbeing in education
- **Analysing** information about learning sessions and individual students to identify strengths, support needs and barriers to learning
- **Evaluating** by considering evidence to judge the effectiveness of inclusive strategies, assessment, feedback, positive relationships and technology
- **Decision making,** clarifying logical choices and concluding which approaches best support access, participation and progress
- **Communicating** recommendations and feedback clearly to different audiences, including students, parents, carers and other professionals

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

Summary of assessment

A written examination worth 110 marks. The duration of the examination is 2 hours and 15 minutes and it must be taken under supervised conditions in the period timetabled by Pearson.

The examination is divided into four sections (A, B, C and D) and students must answer all questions. Questions in each section may draw on content from any content area. Students will be assessed through a range of short- and long-answer questions, including questions based on scenarios set in different educational settings, from early years to adult learning. The questions will assess knowledge and understanding of education practice and students' ability to apply this to education contexts, analyse information and evaluate options to make supported judgements and recommendations.

Section D includes a synoptic question that requires students to draw on knowledge and understanding from across their course of study.

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

The assessment availability is May/June each year. First assessment is May/June 2027.

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Resource requirements

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

- pencil
- eraser
- non-programmable scientific calculator.

A command word taxonomy for externally-assessed units is provided in *Appendix 1*.

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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 other vocational qualifications, A Levels or English and/or maths qualifications. Centres are responsible for ensuring that students make reasonable progress and achieve at this level. Achievement can be supported by highlighting links between this qualification and other qualifications.

What level of sector knowledge is needed to teachthis 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

V Level qualifications are graded on a seven-grade scale from A* to E, and P (Pass). 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 are 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.

In order to meet the terminal assessment requirement, a student must take the examined assessment unit in their final series, that is, the one in which the final award is claimed. If a student retakes the examined assessment, only the result from the final attempt will be used towards thequalification grade, even if an earlier attempt achieved a higher result.

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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 converts students' unit 'raw' marks into uniform marks. This is done to standardise marks across different assessment series. For example, a student who achieves an E in a unit one year will receive the same uniform mark as a student achieving the same grade in a later series, regardless of their raw marks.

The minimum uniform marks required for each grade for each unit

Units 1 and 2

Unit Grade	A*	A	B	C	D	E	P
Maximum UMS = 120	108	96	84	72	60	48	36

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

Unit 3

Unit Grade	A*	A	B	C	D	E	P
Maximum UMS = 160	144	128	112	96	80	64	48

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

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

Qualification Grade	A*	A	B	C	D	E	P
Maximum UMS = 400	360	320	280	240	200	160	120

Students who do not achieve the standard required for a P 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 V Levels. 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 assessment 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 V Levels. 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 V Levels. 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 3 NEA evidence definition
Accomplished	Evidence demonstrates highly developed and well-controlled knowledge, understanding or skill, producing a polished and effective outcome.
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.
Arbitrary	Evidence shows choices, statements or actions that are not supported by a clear rationale or relevant evidence.
Articulate	Evidence communicates complex ideas or reasoning clearly, fluently and with well-chosen vocational language.
Assured	Evidence demonstrates secure control and confidence, with decisions, reasoning or skills applied consistently and effectively.
Authoritative	Evidence demonstrates confident and secure command of relevant knowledge, understanding or practice, supported by precise detail.
Balanced	Evidence gives proportionate consideration to relevant factors, viewpoints, strengths and limitations before reaching a judgement.
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.
Coherent	Evidence is logically connected and forms a consistent line of reasoning, process or response.

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Level-based descriptor	Generic Level 3 NEA evidence definition
Cohesive	Evidence is integrated into a unified whole, with individual elements working together effectively to support the purpose or outcome.
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 significant omissions.
Concise	Evidence communicates the required information economically and precisely without unnecessary material.
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.
Critical	Evidence examines assumptions, evidence and alternatives closely rather than accepting information at face value, leading to a well-supported judgement.
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.
Disengaged	Evidence shows little purposeful involvement with the task, context, process or intended audience.

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Level-based descriptor	Generic Level 3 NEA evidence definition
Dynamic	Evidence demonstrates energetic, responsive and effective control, adapting purposefully as the work or performance develops.
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.
Emerging	Evidence shows early signs of the required knowledge, reasoning or skill, but these are not yet secure or consistently demonstrated.
Focused	Evidence remains closely directed towards the task, purpose or intended outcome and avoids significant irrelevant material.
Formulaic	Evidence follows a predictable or prescribed approach with limited adaptation, independence or responsiveness to context.
Fluent	Evidence is produced smoothly, accurately and with sustained control, with ideas or skills integrated naturally.
Fully	Evidence demonstrates the required quality, coverage or application across all relevant aspects of the task.
General	Evidence is broadly relevant but lacks the specific detail, contextual application or precision needed for a stronger response.
Imbalanced	Evidence gives disproportionate attention to some factors or viewpoints and does not weigh relevant considerations fairly.
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.

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Level-based descriptor	Generic Level 3 NEA evidence definition
Independent	Evidence shows self-directed and purposeful decision-making, with ideas or actions adapted rather than simply reproduced.
Indiscriminate	Evidence does not distinguish sufficiently between relevant and irrelevant information, sources, methods or options.
Inaccurate	Evidence contains errors or misconceptions that weaken the response, process or outcome.
Inappropriate	Evidence is poorly matched to the task, context, purpose, audience or intended outcome.
Insightful	Evidence demonstrates a strong and perceptive understanding of significance, relationships or implications that may not be immediately obvious.
Irrelevant	Evidence does not address the task, purpose or context in a meaningful way.
Isolated	Evidence consists of separate points, examples or actions that are not connected into a developed response or process.
Limited	Evidence demonstrates a restricted range, depth, accuracy or control and addresses only some aspects of the task.
Literal	Evidence deals mainly with explicit or surface meaning and shows little interpretation of wider significance, relationships or implications.
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.
Mostly	Evidence demonstrates the stated quality across the greater part of the response or outcome, although some noticeable weaknesses remain.
Nuanced	Evidence recognises subtle distinctions, qualifications or competing factors and reflects these in the reasoning or judgement.

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Level-based descriptor	Generic Level 3 NEA evidence definition
Obvious	Evidence identifies readily apparent features or choices but does not explore less immediate relationships, implications or alternatives.
Occasionally	Evidence demonstrates the stated quality at some points, but not frequently or consistently enough to characterise the response overall.
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.
Proficient	Evidence demonstrates well-developed, reliable and controlled knowledge, understanding or skill in completing the task.
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.
Reliable	Evidence demonstrates dependable reasoning, processes or outcomes that are sufficiently accurate and consistent for the intended purpose.
Secure	Evidence demonstrates firmly established knowledge, understanding or skill, applied with consistent control and few significant weaknesses.
Sensitive	Evidence responds carefully and appropriately to subtle requirements, contextual factors, feedback or intended audience needs.
Simplistic	Evidence reduces an issue or task to basic points and overlooks relevant complexity, relationships or competing factors.
Skilful	Evidence demonstrates effective technical or practical control, with techniques selected and applied purposefully.

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Level-based descriptor	Generic Level 3 NEA evidence definition
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.
Straightforward	Evidence presents an uncomplicated and generally relevant response but shows limited complexity, depth or development.
Sufficient	Evidence provides enough relevant coverage, support or control to meet the task requirements, though it may not be extensive.
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.
Tentative	Evidence shows uncertainty or limited confidence, with choices, reasoning or skills not yet applied securely.
Thoughtful	Evidence shows purposeful consideration of relevant information, implications, alternatives or feedback.
Thorough	Evidence addresses the relevant aspects of the task carefully and in substantial breadth and depth, with strong supporting detail and few omissions.
Tenuous	Evidence shows weak or uncertain links between information, reasoning, decisions or outcomes.
Unbalanced	Evidence does not give proportionate consideration to relevant factors, viewpoints, strengths or limitations.
Unclear	Evidence is difficult to follow because ideas, decisions, processes or relationships are insufficiently expressed or organised.

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Level-based descriptor	Generic Level 3 NEA evidence definition
Undefined	Evidence lacks a clear meaning, position, structure or intended outcome.
Underdeveloped	Evidence contains relevant beginnings but ideas, reasoning, skills or outcomes are not extended sufficiently.
Unfocused	Evidence lacks clear direction and includes material or activity that does not contribute purposefully to the task.
Unrefined	Evidence remains rough or insufficiently improved, with weaknesses that could have been addressed through testing, review or adjustment.
Unresolved	Evidence identifies issues, gaps or alternatives but does not address them sufficiently or reach a workable conclusion or outcome.
Unsupported	Evidence makes claims, choices or judgements without relevant examples, findings, sources or reasoning.
Unsubstantiated	Evidence presents assertions or conclusions without adequate supporting information or justification.
Unstructured	Evidence lacks an effective sequence or organisation, making the reasoning, process or outcome difficult to follow.
Uneven	Evidence varies in quality or control, with stronger and weaker aspects across the response or outcome.

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Appendix 2

Command word taxonomy for examined assessment

This is a summary of the key terms that may be used in examined assessment. This is a summary of the key terms that may be used in external 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
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	Recall and provide the required piece or pieces of information.

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Appendix 3

Mapping between Department for Education (DfE) subject content and Pearson content and Pearson Level 3 V Level in Education

DfE Core knowledge and understanding	
DfE Education V Level subject content statement	**Pearson qualification**
Health and safety and safeguarding	
the purpose of legislation in the education sector including the Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations (1999), Children Act 2004, Safeguarding Vulnerable Groups Act 2006, Children and Families Act 2014, Data Protction Act 2018, UK General Data Protection Regulation (GDPR) 2018, Counter Terrorism and Security Act 2015 and Equality Act 2010	Unit 3: A1
the purpose of both statutory and non-statutory guidance in the education sector including Keeping Children Safe in Education, Early Years Foundation Stage Framework (EYFS), SEND code of practice, Ofsted framework, Health and safety responsibilities and duties for schools 2022, Working Together to Safeguard Children, Prevent Duty Guidance for England and Wales 2023	Unit 3: A1
how legislation and statutory and non-statutory guidance informs policies and procedures in education including health and safety, safeguarding and child protection, online safety and data protection	Unit 3: A2
the importance of adhering to legislation, guidance, policies and procedures to ensure the health, safety and wellbeing of all in education	Unit 3: A2
Pedagogical approaches and learning	
the purpose of the Initial Teacher Training and Early Career Framework used for initial teacher training and early career induction, and that this is underpinned by tested evidence for what works	Unit 3: A3
the nature and role of the Education Endowment Foundation in supporting schools, colleges, and early years settings to use evidence to make teaching most effective	Unit 3: A3

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DfE Core knowledge and understanding	
DfE Education V Level subject content statement	**Pearson qualification**
the role of National Professional Qualifications in shaping professional development for teachers and early years practitioners	Unit 3: A3
central ideas in cognitive science and implications for teaching and early years practice: human cognitive architecture, the working memory and long-term memory, cognitive load theory, retrieval practice and dual coding	Unit 3: A4
the key stages of human development from birth to adulthood, including physical, cognitive, social and emotional development and how these impact on the design of learning	Unit 3: A5
how social, emotional and environmental factors can impact on learning	Unit 3: A5
Inclusion	
the key principles related to inclusive practice and how they support accessibility, participation and progress of all students	Unit 3: B1
the effectiveness of different strategies including offering choice and autonomy, presenting information in different ways, clarifying vocabulary, providing scaffolding, varying teaching methods, varying ways in which students provide responses, making use of different media, making use of tools and assistive technology, identifying and removing physical and pedagogical barriers, providing appropriate resources and support to reduce or remove barriers to learning to support access, participation and progress of all students	Unit 3: B2
Reflective practice	
the purpose of reflective practice in education	Unit 3: A6
the key stages in models of reflective practice including Kolb's experiential learning cycle and Gibbs reflective cycle	Unit 3: A6
the contribution of Schön to the concept of reflective practice	Unit 3: A6
how models of reflective practice can be applied and structured to education practice	Unit 3: A6
Assessment	

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DfE Core knowledge and understanding	
DfE Education V Level subject content statement	**Pearson qualification**
the different types of assessment used to measure learning along with their strengths and limitations: formative, summative, diagnostic and comparative assessment	Unit 3: B3
the importance of using appropriate assessment to provide information about students' understanding and needs	Unit 3: B3
the stages of the assess-teach-feedback cycle and how they are used to support effective learning	Unit 3: B4
the key principles for providing high-quality feedback to support student progress	Unit 3: B5
Positive relationships in education	
the key strategies for establishing and maintaining positive relationships in education including greeting students, actively listening to students, showing interest in students' lives and goals, focusing on praise for positive behaviour and effort as well as academic achievement, fostering collaboration with peers, using restorative practices and providing a consistent and supportive environment and atmosphere	Unit 3: B6
the impact of positive relationships to promote students' social, emotional and mental health and sustain their engagement and progress in learning	Unit 3: B6
Using technology	
ways in which technology can be used to enhance learning in all key stages of the education sector including using online resources, providing opportunities for students to research and evaluate information and ideas, making learning accessible for students with SEND and EAL, and providing opportunities to communicate and collaborate	Unit 3: B7
how educators can use a variety of media to describe and explain areas of learning in all the key stages of the education sector	Unit 3: B7
how the use of technology can positively impact students' engagement, development and progress	Unit 3: B7

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Mapping between work-related purposes and Pearson assessments	
DfE Education V Level subject work-related purpose (WRP)	**Unit in which WRP is assessed**
WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place	Unit 1
WRP 2: Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students	Unit 2
WRP 3: Recommend adaptations to learning sessions to promote inclusion, access, participation and progress	Unit 1
WRP 4: Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning	Unit 1
WRP 5: Evaluate assessment information, records and data to set specific individual learning goals to feed back to students as part of the ssess-teach-feedback cycle	Unit 2

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