



Department
for Education

Education

Level 2 Foundation Certificate subject content

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1. Introduction

Foundation Certificates are qualifications that will be taken as part of the one-year Further Study pathway. They are level 2, high-quality qualifications that prepare students for progression to further study to all level 3 options, including V Levels, T Levels or A Levels. They are aimed at students who did not meet the provider's own entry requirements to progress directly from GCSE to level 3.

The Department does not set mandatory prior learning requirements for Foundation Certificates. Foundation Certificate content is set at level 2; providers may set their own entry requirements at level 2 and for progression to level 3, including any GCSEs required.

Foundation Certificate subject content sets out the national learning outcomes (LOs) and the knowledge, understanding and skills common to all Foundation Certificate qualification specifications in this subject.

This subject content is built on clear underlying principles, ensuring a consistent approach is taken across Foundation Certificates in all subjects.

Foundation Certificate overall content must be able to be taught within the range of 240-300 Guided Learning Hours (GLH). The size of each Foundation Certificate subject is determined through the content development process.

This subject content provides the framework within which the awarding organisations (AOs) create the detail of their qualification specification.

2. Aims

This subject content enables students to develop and apply knowledge, understanding and skills in work-related contexts. It provides students with a broad introduction to the subject that supports progression to further study at the various options at level 3 and apprenticeships.

Organisational scenarios used within the content should be varied and inclusive, and representative of the breadth of the sector. These scenarios should draw on examples from a range of sectors, local labour markets and organisational contexts, to ensure accessibility for all learners. Over reliance on prior experience or sector specific knowledge should be avoided.

The purpose of this qualification is to enable students to:

Apply their knowledge, understanding and skills to achieve the following:

- **Learning Outcome 1 (LO1)** Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities
- **Learning Outcome 2 (LO2)** Demonstrate purposeful communication with others to share information relating to student progress
- **Learning Outcome 3 (LO3)** Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress
- **Learning Outcome 4 (LO4)** Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning
- **Learning Outcome 5 (LO5)** Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress

Through these learning outcomes, students will develop transferable skills¹, including:

- planning - researching learning stages, setting learning goals, sequencing activities, selecting assessment methods, allocating resources and completing risk assessments to ensure learning is purposeful, safe and appropriate
- data interpretation - learner profile information, learning contexts, assessment data and risks by identifying key features, recognising patterns and prioritising information to inform planning, inclusion strategies and recommendations

¹ Please refer to the [Framework for Transferable Skills and Work-related Behaviours](#) published alongside the subject content.

- communicating - effectively sharing information accurately and professionally using written, oral, visual and digital methods, adapting language, tone and format to suit different audiences and purposes
- investigating - identifying and interrogating relevant sources, including statutory frameworks, learner information, assessment records and health and safety guidance, to inform planning and decision-making
- evidence-based decision-making - selecting learning activities, assessment approaches, communication techniques, inclusion strategies, control measures and recommendations to support student progress
- self-managing - organising own work, managing time across tasks, reviewing own plans and proposals, and refining outcomes through evaluation and reflection
- recording - accurately documenting learning plans, communication records, inclusion proposals, risk assessments and assessment interpretations using structured written and digital formats
- observing - monitoring learning contexts, identifying hazards, recognising student needs and interpreting evidence of student progress

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

- students will develop literacy skills, including:
 - planning, recording, interpreting and evaluating information
 - writing professional documents (plans, proposals, reports, risk assessments)
 - communicating clearly using written, oral and visual methods
 - using subject-specific vocabulary appropriately
- students will develop numeracy skills, including:
 - calculating resource requirements and time allocations
 - interpreting quantitative data related to assessment and progress
 - comparing risks, results and trends
 - using numerical evidence to support planning and recommendations
- students will develop essential digital skills, including:

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

Students will develop knowledge and understanding of the key theories and principles which support effective practice in the subject, including:

- developmentally appropriate practice, planning and delivering learning that is suited to learners' age, stage and individual development
- outcome-based learning and SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) goal-setting, using clear, specific learning goals to guide teaching, learning and assessment
- learning principles, enabling learners to actively engage, explore, collaborate and reflect
- assessment for learning (AfL), using formative, summative, diagnostic and comparative assessment to inform progress and next steps
- education inclusivity and equality of opportunity, designing learning that removes barriers and supports participation for all learners
- purposeful and professional communication, sharing information clearly, ethically and appropriately with different audiences
- reflective and evidence-based practice, using data, records and feedback to evaluate practice and improve outcomes
- health, safety and risk management, identifying hazards and managing risk to ensure safe learning environments
- sustainable and responsible resource use, minimising waste through thoughtful planning and resource management
- digital literacy and technology-enhanced practice, using digital tools to plan, communicate, assess and support learning effectively

The aspects listed above are indicative of the scope and intent of the qualification and are not intended to be exhaustive.

2.1 Progression

Foundation Certificates aim to encourage student motivation and interest in progressing to further study at level 3. They provide a broad and applied understanding of the sector that intentionally avoids narrow specialisation. This is to inform student choice about which further study option they want to pursue and the subject areas to specialise in, when they progress to the next level.

The content provides both a strong conceptual foundation for the subject and the basis for developing a deeper understanding, through applying knowledge and skills to achieve practical work-related Learning Outcomes.

This combination of theory and practice and the transferable skills students develop, will provide a stepping-stone that effectively prepares them for a wide range of related further study options. This may include progression to further study at level 3, including V Levels, T Levels or A Levels.

3. Subject Content

3.1 Guidance for awarding organisations

All content, unless specified otherwise, must be included in qualification specifications.

Lists of content which start with a colon ‘:’

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations’ qualification specifications.

Lists of content which start with ‘including’

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations’ qualification specifications. The list is a minimum; awarding organisations can choose to add to the list. To ensure comparability between awarding organisations’ qualification specifications in a subject, DfE will use this approach in limited instances where additional relevant content could reasonably be added without affecting the comparability of qualification specifications and assessments.

Use of ‘e.g.’

This is used to exemplify what is meant by the content statement. It is used to ensure awarding organisations have a clear and consistent understanding of the term; to signal that the example in use now may be superseded by more up-to-date examples; or where different examples could reasonably be included without affecting the comparability of qualification specifications and assessments. Awarding organisations can use the cited example, where it remains relevant and appropriate.

3.2 Optionality

There are no optional or elective elements through which students can meet the mandatory minimum content required for this Foundation Certificate subject.

3.3 Content size

This Foundation Certificate subject content has been designed to be achievable in **240 GLH**.

3.4 Learning outcomes

Learning outcomes describe what students will be able to do after a period of learning.

We have set out below each learning outcome, the knowledge and understanding and skills:

- knowledge and understanding - the theoretical facts, principles, concepts, and procedures that students should acquire
- skills - the subject-specific and transferable skills needed to achieve a learning outcome

Students are expected to apply knowledge, understanding and skills to demonstrate authentic work-related learning outcomes. Content specified is expected to be demonstrated through applied activity, rather than separately.

The subject content assumes no prior learning or qualification in the subject and introduces concepts from foundational level where required.

All students are to develop the knowledge, understanding and skills to be able to demonstrate all learning outcomes by the end of the programme, as the mandatory minimum content for this subject.

For each learning outcome, a rationale is provided for contextual explanation only. It is not part of the subject content that awarding organisations are required to include in their specifications.

References to work-related behaviours that may be demonstrated through engagement with each learning outcome have been signposted and may be set out by awarding organisations in specifications for teaching and learning but are not expected to be assessed.

The learning outcomes can be delivered independently of each other, or together in combination.

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

Rationale:

This learning outcome provides an opportunity for students to develop knowledge of the different key learning stages from birth through to adult learning, and to plan learning activities appropriate for these stages. The planning of learning introduces students to a foundational principle that spans education practice, and which underpins required knowledge, understanding and skills on level 3 pathways in education and early years.

To plan learning effectively, students will need to consider the age of students; different teaching methods and the different types of learning activities that can be used to ensure intended learning goals are achieved. Planning individual learning activities provides a coherent stepping-stone to level 3 study, including the T Level in Education and Early Years and the V Level in Education where students are required to plan more complex activities and deliver complete learning sessions.

The learning outcome also provides an opportunity to develop fundamental knowledge of learning goals that are expected in relation to statutory frameworks and areas of learning and development requirements. Students will need to be able to identify learning goals and plan how to meet them through the use of appropriate learning activities. In planning learning activities students will also need to consider the resources required and to be mindful of environmental sustainability, considering how to best minimise waste.

This learning outcome also strengthens the key transferable skills of communication, numeracy and digital. Part of the planning of learning activities requires students to produce plans digitally, communicate plans to others and calculate resource requirements for the learning activities.

To do this, students are expected to apply the following knowledge and understanding:

- the key learning stages in the UK education system: early years foundation stage, primary school (key stage 1 and 2), secondary school (key stage 3 and 4) and post-16 provision
- the different types of learning activities: acquisition, inquiry-based, collaborative, practical, production and technology-based e.g. digital learning tools.
- how to set specific learning goals: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) criteria, student-centred goals, use of action verbs and limiting the number of goals
- resources needed for learning activities: equipment, technology, materials, staffing, required space, and time available for the activity

- assessment methods used to confirm learning goals have been met: observation, questioning, student-led reflection, starter assessment compared to plenary assessment and reviewing outputs, e.g. reports, answers or artefacts
- sources of information needed to design a learning activity: student profile, group/class profile, learning goal requirements and any resource requirements and constraints
- the importance of using specific learning goals in designing learning activities for all students: expected early learning goals within the statutory framework and areas of learning and development from birth to five years, goals related to areas of learning and development within the National Curriculum, and goals in post-16 and adult education
- the purpose and suitability of different types of learning activities for different learning stages; the use of teacher-centred activities, student-initiated activities, collaborative activities, interactive activities and technology-based activities
- the importance of designing learning activities to minimise waste including ways to refuse, reduce, reuse, repurpose and recycle

In working to achieve the learning outcome, students must be able to:

- identify and interrogate relevant sources of information to plan learning activities
- plan learning activities which:
 - are suitable for the learning stage
 - use appropriate resources
 - align with the learning goal(s)
 - use assessment method(s) to evidence learning has taken place
- identify ways to minimise waste in the use of resources when planning learning activities
- apply written communication skills to plan learning activities
- apply numeracy skills to calculate resource requirements for learning activities
- apply digital skills to create plans for learning activities by producing, organising, storing and retrieving digital content

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- perceptive
- reflective
- focused

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

Rationale:

This learning outcome provides an opportunity for students to develop fundamental knowledge in relation to communication techniques and to be able to demonstrate communication skills. The ability to communicate purposefully and professionally is an essential concept which underpins level 3 pathways and above in the education sector.

Students will consider the individuals, professionals and agencies they are likely to deal with when working in the education sector. Students will understand what information can be shared and with whom it can be shared, and the most effective ways to communicate required information to different individuals. Developing this underpinning knowledge and the associated skills, provides a coherent stepping-stone to level 3 study, including the T Level in Education and Early Years and the V Level in Education. At this level, students can further develop knowledge and understanding of communication techniques and apply their skills purposefully in increasingly complex situations.

As well as the transferable skill of communication, the learning outcome also strengthens other key transferable skills including the identification of key facts and the use of digital technologies. As part of purposeful communication and the sharing of information, students will need to identify the context of the communication, what information can or cannot be shared and how best to communicate this information accurately. Often the best ways to communicate will involve the use of digital skills.

Whilst students do not have to demonstrate communication with actual individuals (parents, carers, professionals, etc.) for this learning outcome, they should be provided with the opportunity to demonstrate purposeful communication in simulated/role-play situations.

To do this, students are expected to apply the following knowledge and understanding:

- the different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting
- communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology
- the ways to ensure communication is purposeful: being clear, being concise, being courteous, using active listening techniques, being aware of the audience, being aware of the effect of non-verbal communication
- the ways to demonstrate active listening to communicate purposefully: paying attention, allowing others to speak, responding rather than just delivering information

- the different non-verbal communication techniques: body language, facial expression, eye contact, personal space and professional appearance
- potential barriers to purposeful communication, the impact of these barriers and ways to overcome them: language differences, using jargon, using technical language, cultural differences, physical conditions (e.g. hearing impairment) and providing too much information
- why safeguarding, confidentiality and data protection are important when sharing student information, when confidentiality may need to be breached and how consent is obtained and used
- why it is important to identify the context of any communication: who the communication is with, where the communication is taking place, how the communication takes place, and any relevant prior communication or background

In working to achieve the learning outcome, students must be able to:

- identify the context of a given communication scenario: who the communication is with and what information is required and why
- identify what information can or cannot be shared
- identify appropriate communication techniques to share required information
- communicate purposefully with different individuals through the use of visual, oral and written communication methods to share required information
- apply digital skills to support purposeful communication by producing, organising, storing and retrieving digital content

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- self-confident
- professional

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

Rationale:

This learning outcome provides an opportunity for students to consider inclusion when delivering learning activities. Students will develop a fundamental understanding of what is meant by inclusion and the ways to ensure learning activities are always designed with inclusivity in mind. This is a key principle of all education practice and introducing this principle at this stage will underpin all further study in level 3 pathways for education and early years. It provides a coherent stepping-stone for progression, including the T Level in Education and Early Years and the V Level in Education where students can continue to deepen their knowledge and understanding of inclusivity, through planning and designing more complex learning activities and delivering complete learning sessions without compromising inclusivity.

Students will apply this understanding of inclusivity to their previous knowledge and understanding of planning learning activities to be able to propose ways to support inclusion in specific learning activities.

This learning outcome also strengthens the key transferable skills of investigating, communication and use of digital technologies. In considering inclusivity students will need to investigate a range of information, communicate ways to support inclusion to others and use digital technologies to do this.

To do this, students are expected to apply the following knowledge and understanding:

- why inclusion is important when designing learning activities
- how inclusion is applied when delivering learning activities to meet the needs of diverse learners
- ways to support inclusion when delivering learning activities: presenting content in different formats, allowing students to demonstrate understanding in different ways, varying activities, using accessible language, scaffolding learning, making use of different media, making use of digital tools and assistive technology, identifying and removing physical barriers, providing necessary resources and support
- why statutory frameworks related to inclusion are important: the Early Years Foundation Stage (EYFS), the SEND code of practice and the Equality Act 2010
- how guidance and approaches support inclusive practice, including the role of the Education Endowment Foundation (EEF) and Universal Design for Learning (UDL)

In working to achieve the learning outcome, students must be able to:

- investigate given information about learning activities and students in relation to supporting inclusion in learning
- investigate information in guidance and frameworks in relation to supporting inclusion in learning
- propose ways to support inclusion for specific learning activities for specific students or groups of students
- apply communication skills to propose ways to support inclusion for specific learning activities for specific students or groups of students
- apply digital skills to propose ways to support inclusion by producing, organising, storing and retrieving digital content

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- perceptive
- inclusive
- responsive

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

Rationale:

This learning outcome provides the opportunity for students to develop fundamental knowledge in relation to health and safety, and particularly the role of risk assessment within the education sector. Ensuring all learning is undertaken in a safe way is a key principle of education practice, a principle which underpins all education and early years study at level 3 and above.

This learning outcome requires students to combine understanding of health and safety with their understanding of planning learning activities. They will then apply this understanding to carry out risk assessments in simulated situations to ensure learning is delivered safely. The ability to carry out risk assessments in straightforward situations will provide a coherent stepping-stone for progression to level 3 study, including the T Level in Education and Early Years and the V Level in Education. At this level, students will be required to engage with more complex and non-routine tasks that will require a fundamental understanding of health and safety, including risk assessment.

For the learning outcome and at this level, there is no expectation that students would be able to risk assess very specialised learning activities in specific environments such as a science laboratory or learning activities in a motor vehicle workshop.

The focus of this learning outcome is on the process of risk assessment itself, so the different learning activities would be those where hazards and risks are of a general rather than very specific nature within indoor learning environments.

The learning outcome also strengthens the key transferable skills of observation, communication and the use of digital technologies. In carrying out risk assessments students must demonstrate situational awareness and communicate findings to others using digital technologies to do this.

To do this, students are expected to apply the following knowledge and understanding:

- the definition of a hazard
- the definition of a risk
- the purpose of risk assessment in education: to identify hazards to health and safety, evaluate the risk of harm resulting from those hazards and take appropriate action to protect employees, students and visitors
- the components of a risk assessment document: what the hazards are, who might be harmed, what controls are in place, what further controls are needed, and who is responsible for this

- main hazards to consider when setting up indoor learning activities: equipment, materials, sharp objects, small objects that can be a choking hazard for children, furniture and fixtures and electrical services
- controls used to minimise risks: removing the hazard, reducing exposure, use of Personal Protective Equipment (PPE), training in relation to use of equipment and other materials and equipment maintenance
- the importance of the legal requirement of employers to protect employees, and others, from harm including the existence of the Health and Safety at Work Regulations 1999

To enable students to achieve the learning outcome, students must be able to:

- observe learning activities to apply the process of risk assessment, identifying hazards and assessing risk
- complete risk assessment documentation
- apply communication skills to convey results of risk assessment
- apply digital skills to convey the results of risk assessment by producing, organising, storing and retrieving digital content

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- focused
- responsible
- attention to detail

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

Rationale:

This learning outcome provides an opportunity for students to develop an understanding in relation to supporting student progress, through understanding the different types of assessment information, data and records that are used at the different stages of education.

This foundational understanding of assessment and its role in supporting students to progress is a fundamental concept that provides a coherent stepping-stone for progression to level 3 and beyond, including the T Level in Education and Early Years and the V Level in Education. At level 3, students will be required to evaluate more complex assessment information as part of the overall assess-teach-feedback cycle.

Through this learning outcome, students will develop skills to interpret records, information and data so that they are able to make evidence-based recommendations to enable students to maximise their progress with learning. The skill of interpreting information provides a sound basis for further level 3 study in education and early years, where students will be required to evaluate as well as interpret information.

The learning outcome also strengthens the key transferable skills of communication, numeracy and use of digital technologies. Students are required to communicate their recommendations following their interpretations, making use of digital technologies. They will also be required to interpret information of a quantitative nature which will develop their numeracy skills.

To do this, students are expected to apply the following knowledge and understanding:

- types of information, records and data used in the assessment of learning: observation notes, written results, marks/scores, audio/video recordings, digital records and reports
- the difference between quantitative and qualitative information, records and data
- the main types of assessment used in the education sector: formative, summative, diagnostic and comparative
- the role of different types of assessment information, records and data: to provide quantitative or qualitative results, to provide stand-alone results or results over a period, to provide comparative results with others, to provide comparative results against students' previous work and to provide baseline information

- how to interpret information, data and records, including the identification of patterns and trends, summarising results, determining the most relevant aspects to focus on when making recommendations to maximise student progress
- how to make recommendations to maximise student progress by providing focused, actionable feedback which highlights both strengths and areas for improvement and is linked to expected goals

In working to achieve the learning outcome, students must be able to:

- interpret given information, records and data related to students' performance
- propose next steps in learning based on the interpretation of given information, records and data
- apply communication skills to make recommendations which will support students to maximise their progress
- apply numeracy skills when interpreting quantitative data
- apply digital skills to make recommendations by producing, organising, storing and retrieving relevant digital content

Work-related behaviours that may be demonstrated through engagement with this learning outcome, but not expected to be assessed, include:

- focused
- reflective

Annex

Glossary of Terms

Term	Definition
Hazard	Anything that has the potential to cause harm.
Key learning stages	The stages of education in England's education system.
Learning activity	A specific task that students complete. For example, preparing for and taking part in a debate, a creative painting activity or a role play.
Learning session	A structured period of learning, such as a lesson or a workshop. A learning session includes a number of different learning activities.
Learning goals	Specific measurable objective(s) that indicate the knowledge, skills and/or behaviour(s) that a student should demonstrate after having completed a learning activity or a learning session.
Risk	The likelihood, great or small, that someone will be harmed by the hazard.

Content Mapping

Link to Level 2 Occupational Certificate core content

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

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

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

- LO1 Conveying information to an audience to outline the role of an Early Years Practitioner and the knowledge, skills and qualities needed to work successfully in the early years sector
- LO2 Collaborating as a team member to promote the importance of partnership working in the early years sector

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

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

Mapping to Level 3 qualifications

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

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

Link to V Level

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

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO1	WRP1	The different types of learning activities and the purpose and suitability of different types of learning activities for different learning stages including the use of teacher-centred activities, student-centred activities, collaborative activities and interactive activities.	Planning learning using appropriate learning activities.
LO1	WRP1	How to set specific learning goals: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) criteria, student-centred goals, use of action verbs and limiting the number of goals.	Planning learning to meet specific learning goals.
LO1	WRP1	Resources needed for learning activities: equipment, materials, staffing, required space, and time available for the activity.	N/A

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO1	WRP1	N/A	Planning learning using appropriate resources.
LO2	WRP2	The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting.	Communicate purposefully with different individuals.
LO2	WRP2	Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology. The ways to ensure communication is purposeful: being clear, being concise, being courteous, using active listening techniques, being aware of audience, being aware of the effect of non-verbal communication. Potential barriers to purposeful communication, the impact of these barriers and ways to overcome them: language differences, using jargon, using technical language, cultural differences, physical conditions (e.g. hearing impairment) and providing too much information.	Identify appropriate communication techniques to be able to communicate purposefully.
LO2	WRP2	The significance of safeguarding, confidentiality and data protection when sharing student information including exceptions to confidentiality and the notion of consent.	Identifying what information can or cannot be shared.

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO2	WRP2	Importance of identifying the context of any communication: who is the communication with? where is the communication taking place? how is the communication taking place? and background to the communication (has previous communication taken place?).	Identifying the context of any communication.
LO3	WRP3	The importance of always considering inclusion when designing and delivering any learning activities.	Proposing ways to support inclusion.
LO3	WRP3	Ways to support inclusion when delivering learning activities.	Proposing ways to support inclusion.
LO3	WRP3	The importance of using guidance and statutory frameworks related to promoting inclusion.	Investigating information to help support inclusion when delivering learning activities.
LO4	WRP4	The purpose of risk assessment in education and the components of risk assessment documentation.	Observing learning activities and applying the process of risk assessment. Completing risk assessment documentation.
LO4	WRP4	Main hazards to consider when setting up indoor learning activities and controls used to minimise risks.	Observing learning activities and applying the process of risk assessment. Completing risk assessment documentation.
LO4	WRP4	The importance of the legal requirement of employers to protect employees, and others, from harm.	N/A

Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO5	WRP5	Types of information, records and data used in the assessment of learning and the difference between quantitative and qualitative information, records and data.	Interpreting information, records and data. Applying numeracy skills when interpreting quantitative data.
LO5	WRP5	The main types of assessment used in the education sector and the role of different methods of assessment.	N/A

Link to T Level

The Foundation Certificate prepares students for progression to the T Level in Education and Early Years qualification, which builds on and extends into specialised technical knowledge and workplace application leading to roles such as learning mentor, nursery worker, playworker, portage home visitor, teaching assistant.

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

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO1	Core Knowledge - Wider context: overview of childcare and education.	The key learning stages in the UK education system: early years foundation stage, primary school (key stage 1 and 2), secondary school (key stage 3 and 4) and post 16 provision (further and higher education).	N/A
LO2	Core Knowledge - Safeguarding, Health and Safety and Wellbeing. - The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and young people.	The significance of safeguarding, confidentiality and data protection when sharing student information including exceptions to confidentiality and the notion of consent.	N/A

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO2	Core Knowledge - Parents, Families and Carers. - Ways of working with parents and carers, including understanding barriers to engagement and how to overcome them.	The different individuals that educators interact with: parents, carers, wider family, agencies and services that support parents and carers, colleagues within the same education setting and industry professionals outside of the education setting.	N/A
LO2	Core Skill - Communicate information clearly to engage children and young people.	N/A	Communicate purposefully with different individuals.
LO3	Core Knowledge - Special Educational Needs and Disability. - The principles of inclusion and how this differs from integration.	The importance of always considering inclusion when designing and delivering any learning activities to ensure activities accommodate the diverse needs of all students regardless of their background, ability, needs, or circumstances Ways to support inclusion when delivering learning activities.	N/A
LO4	Core Knowledge - Safeguarding, Health and Safety and Wellbeing. - The legal requirements and guidance.	The importance of the legal requirement of employers to protect employees, and others, from harm including the existence of the Health and Safety at Work Regulations 1999.	N/A

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO4	Core Skill - How to assess and manage risks to your own and others' safety when planning activities.	N/A	Observe learning activities to apply the process of risk assessment, identifying hazards and assessing risk. Complete risk assessment documentation.
LO5	Core Knowledge - Observation and assessment. - The differing purposes of formative and summative assessment. - Why it is important to accurately observe, record and report on children and young people's participation, conceptual understanding and progress.	The difference between quantitative and qualitative information, records and data. The main types of assessment used in the education sector: formative, summative, diagnostic and comparative The role of different types of assessment information, records and data.	N/A
LO5	Core Skill - Use formative and summative assessment to track children and students' progress to plan and shape educational opportunities.	N/A	Propose next steps in learning based on the interpretation of given information, records and data.



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