



Department
for Education

Education

Level 3 V Level subject content

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1. Introduction

V Level subject content sets out the knowledge, understanding and skills common to all V Level qualification specifications in this subject. The content provides the framework within which awarding organisations create detailed specifications.

This subject content is grounded in key principles which underpin education practice through applied understanding and core knowledge and understanding. Students will develop the ability to plan learning sessions and adapt learning sessions, evaluate assessment information, carry out risk assessments and make evidence-based recommendations. Students will also develop fundamental underpinning core knowledge and understanding in relation to health, safety and safeguarding, pedagogical approaches, reflective practice, positive relationships and the use of technology.

The content spans the educational stages from birth to adult learning. Awarding organisations must ensure that specifications reflect this breadth.

The Department does not set mandatory prior learning requirements for V Levels. As V Level content is set at level 3, providers will set their own entry requirements at level 2, including any GCSEs required.

2. Aims

This content enables students to develop and apply knowledge, understanding and skills in education practice. It supports students to plan effective and inclusive learning and to evaluate assessment information across a range of education stages, to ensure all students are able to maximise their learning. The content provides a broad level 3 foundation that supports progression to further study and apprenticeships.

Organisational scenarios used within the content should be varied and inclusive, drawing on examples from a range of sectors, local labour markets and organisational contexts to avoid reliance on prior workplace experience or sector specific knowledge.

Teaching and learning materials developed by awarding organisations should include a diverse range of key stages and educational settings examples, reflecting education from birth to adult learning.

The purpose of this qualification is to enable students to:

Apply their knowledge, skills and understanding to achieve the following work-related purposes (WRPs):

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

Through this, develop transferable skills¹, including:

- communicating information to different audiences including parents, families, carers and other professionals to improve student outcomes
- decision-making skills to set specific learning goals and justify these goals using evidence
- planning skills to develop well-structured and inclusive learning sessions which promote learning for all

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

Develop in-depth knowledge and understanding of the key theories and principles which support effective practice in the subject, including:

- the use of pedagogical approaches and the theories that underpin them
- the concept of setting specific learning goals and success criteria for a learning session
- the principles of effective communication
- the principles of inclusion within the education and early years sector
- the principles of providing effective feedback to students
- the concept of reflective practice
- the impact of legislation and guidance on policies and procedures to ensure health, safety and wellbeing of students

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

2.1 Progression

V Levels aim to encourage motivation and interest in pursuing careers and further study related to education practices, by providing a broad and applied understanding of this, without requiring early occupational specialisation.

The content provides both a strong conceptual foundation for the subject and the basis for developing in-depth understanding of education through applying knowledge and skills to achieve practical work-related purposes.

This combination of theory and practice and the transferable skills students develop should effectively prepare them to access a wide range of related higher-level study and training across multiple sectors. This may include Early years/Primary/Secondary education studies, Primary/Early childhood studies, Education combined with other studies such as sociology or psychology or through a variety of apprenticeship routes, for example Teaching Assistant.

3. Subject Content

3.1 Guidance for awarding organisations

All the content outlined in this document 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 without addition.

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 Work-related purposes

Students are expected to apply knowledge, understanding and skills to achieve authentic work-related purposes. The content specified in this section is expected to be demonstrated through applied activity.

When developing qualification specifications, awarding organisations must allocate between 180 and 220 guided learning hours (GLH) to the development of applied knowledge, understanding and skills directly needed to achieve the defined work-related purposes.

WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place

To achieve this work-related purpose, students must apply knowledge and understanding through planning well-structured learning sessions:

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

- the strengths and limitations of different pedagogical approaches when planning learning sessions to promote learning
- types of strategies for learning used in learning sessions: teacher-led, student-led, open questioning, role play, group discussions, demonstrations, case studies, small group activities, individual activities and simulations
- types of learning environments in which learning sessions can take place and the requirement for these environments to be inclusive and enabling: physical environments, virtual environments and hybrid environments
- types of learning resources to consider when planning a learning session: equipment, materials, educational technologies and digital learning tools, and staffing
- factors to consider when planning a learning session: time available, space and resource availability, and inclusion of adaptive teaching strategies
- how to set specific learning objectives and success criteria for a learning session: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) criteria, student-centred aims, use of action verbs and limiting the number of aims
- the components of a well-structured learning session: recap, setting aims, introducing new concepts, modelling learning, scaffolding learning, application of learning and plenary
- information needed to plan learning sessions and the relevance of this information: student profile, group/class profile, learning objectives, resource requirements and resource constraints
- the purpose of different assessment methods used to demonstrate measurable progress in a learning session: observation, student-led reflection, starter assessment compared to plenary assessment, and the review of produced outputs e.g. reports, answers or artefacts
- how and why setting specific learning objectives supports the measurement of students' progress against developmental and learning expectations
- the ways in which cognitive, physical, social and emotional development in children and young people influence learning in educational settings
- how different types of learning activities influence students' learning and their progress over time
- how different environments and resources can be used to promote learning and maximise student progress

- the difference between formative and summative assessment and the use of these to measure progress

In working to achieve the work-related purpose, students must be able to:

- identify and investigate appropriate sources needed to plan learning sessions
- analyse information to support lesson planning
- plan well-structured learning sessions which:
 - use appropriate pedagogical approaches
 - include appropriate learning activities
 - demonstrate modelling and scaffolding of learning
 - include assessment method(s) to demonstrate measurable progress
- decide on an appropriate environment for learning sessions
- decide on appropriate resources for learning sessions
- apply written communication skills to produce plans for learning sessions
- apply numeracy skills to calculate resource requirements for learning sessions
- apply digital skills to create a plan for learning sessions

WRP2: Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students

To achieve this work-related purpose, students must propose how to communicate purposefully with parents, families, carers and other professionals.

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

- the different individuals and professionals that educators interact with: parents, carers, wider family, agencies and services that support parents, carers and students, colleagues within the same setting and industry professionals outside of the education setting
- the role of different agencies and professionals: area SENCOs, local authority advisors, health visitors, social workers, speech and language therapists, children's centre workers and educational psychologists
- communication techniques used to communicate purposefully: verbal, visual, written methods and use of technology
- the ways to adapt style and tone of communication to suit the audience: using non-technical language, avoiding use of jargon, volume of speech, and adopting a formal or informal tone
- the principles of effective communication: being clear, being concise, being courteous, and providing comprehensive information
- 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, posture, personal space and professional appearance
- potential barriers to effective communication and how to overcome these barriers: language differences, use of technical language, cultural differences, physical conditions, and providing too much information
- how to adhere to the legal requirements relating to confidentiality of information: the Data Protection Act 2018
- the role of the legal requirements in relation to safeguarding and the exceptions to confidentiality to protect students and colleagues.
- how and why establishing and maintaining collaborative ways of working with parents, families or carers, colleagues and other organisations supports improved learning outcomes
- why it is important to identify the context of communication; who the communication is with, where the communication takes place, how the communication takes place and any relevant prior communication or background
- how to use and adapt communication techniques to suit audience needs including through the use of digital technology

In working to achieve the work-related purpose, students must be able to:

- demonstrate critical thinking skills through 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
- apply digital skills to propose how to communicate purposefully by producing, organising, storing and retrieving digital content

WRP3: Recommend adaptations to learning sessions to promote inclusion, access, participation and progress

To achieve this work-related purpose, students must recommend adaptations to learning sessions

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

- the principles of inclusive design in learning sessions to support the widest possible range of students including those with different abilities, languages, ages and cultures
- the importance of consistently applying inclusive design in all learning sessions to ensure all students are able to access, participate in and benefit from the session
- strategies used to ensure sessions are inclusive, 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 necessary resources and support
- potential barriers to inclusion in learning sessions: resource availability, lack of training, physical and environmental factors, language differences and attitudes of managers, teachers, and peers
- the contribution of guidance and frameworks in promoting inclusion including the Early Years Foundation Stage, SEND code of practice, Equality Act 2010, Education Endowment Foundation and Universal Design for Learning (UDL)

In working to achieve the work-related purpose, students must be able to:

- analyse information about learning sessions and individual students to identify important facts
- evaluate evidence about learning sessions and individual students to consider adaptations to promote inclusion
- apply communication skills to make recommendations
- apply digital skills to make recommendations by producing, organising, storing and retrieving any digital content

WRP4: Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning

To achieve this work-related purpose, students must plan for and carry out risk assessments for learning activities.

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

- planning requirements to carry out a risk assessment: producing risk assessment documentation, identifying when risk assessment should take place, identifying time required to complete risk assessment and identifying any required resources
- the steps in the risk assessment process: identifying hazards, risk identification, risk management - who is at risk, likelihood of harm, and severity of harm, implementing controls, documenting and reviewing
- two contrasting learning environments: indoor environment and an outdoor environment
- main hazards in an indoor learning environment: movement around a room e.g. slip/trip/fall hazards, materials and equipment being used, furniture and fixtures, and electrical services
- main hazards in an outdoor learning environment: environmental e.g. uneven surfaces, wildlife, allergens, poisonous plants and weather, equipment, materials and lack of supervision
- 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 components of risk assessment documentation: hazards, who the hazards could affect, likelihood of risk, existing controls, further controls required, responsibilities and a risk assessment matrix
- how and why legal requirements and guidance on health and safety are applied, including adherence to the Health and Safety at Work Regulations (1999)
- the balance between working safely/complying with all required regulations, and delivering motivating learning activities

In working to achieve the work-related purpose, students must be able to:

- plan how to carry out risk assessments in two contrasting learning environments: identify steps in the process, estimate time and resources needed and sequence activities
- develop risk assessment documentation which includes a risk assessment matrix
- observe and reflect on the safety of learning activities in two contrasting learning environments
- apply the process of risk assessment and complete risk assessment documentation including matrix

- apply communication skills to convey the results of risk assessments in two different learning environments
- apply numeracy skills to complete risk assessment matrix
- apply digital skills to convey the results of risk assessment by producing, organising, storing and retrieving any digital content

WRP5: Evaluate assessment information, records and data to set specific individual learning goals to feed back to students as part of the assess-teach-feedback cycle

To achieve this work-related purpose, students must evaluate assessment information, records and data.

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

- the types of assessment information, records and data that can be used as part of the assess-teach-feedback cycle including observation notes, written results, marks/scores, audio/video recordings, digital records and reports
- 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 of time, to provide comparative results with others, to provide comparative results against students' previous work and to provide baseline information
- the main types of assessment and the difference between them: formative assessment, summative assessment, diagnostic assessment and comparative assessment
- the role of different assessment methods in different educational settings: observation, verbal questioning, written questioning, projects, examination of written work, peer assessment, self-assessment, skills/practical assessment and professional discussion
- principles of providing effective feedback to students: timely, specific, focused, actionable information, highlights both strengths and areas for improvement
- appropriate techniques for setting individual learning goals including using SMARTER criteria, involving learners in goal setting, setting a manageable number of goals, ensuring goals are appropriate to the students' age and stage and avoiding overwhelming the student
- different types of learning goals including academic goals, behavioural goals, personal goals and practical goals
- why selecting the appropriate assessment methods supports effective assessment of students as part of the assess-teach-feedback cycle
- how the assessment, teaching and feedback cycle is used to analyse students' progress and set individual goals to promote progress
- why providing feedback in a timely and appropriate manner is important
- why providing constructive feedback to support students' progress is important

In working to achieve the work-related purpose, students must be able to:

- evaluate given assessment information, records and data to draw evidence-based conclusions on students' current progress
- apply decision making skills to set specific learning goals to maximise learning progress
- justify the specific learning goals that have been set

- apply communication skills to feed back specific learning goals to students
- apply numeracy skills when evaluating quantitative assessment information, records and data to support the feedback of specific learning goals
- apply digital skills to set individual learning goals by producing, organising, storing and retrieving digital content

3.3 Core Knowledge and Understanding

When developing qualification specifications, awarding organisations must allocate between 140 and 180 GLH to Core Knowledge and Understanding to ensure sufficient depth of coverage of key education concepts, theories and principles at level 3.

The Core Knowledge and Understanding both:

- provides the conceptual foundation that underpins achievement of the work-related purposes
- ensures that students develop a coherent understanding of the subject more broadly

Where concepts appear across both core knowledge and understanding and work-related purposes, the core knowledge and understanding section defines what students must understand conceptually, while the work-related purposes specify how that understanding is applied, evidenced and demonstrated in context.

Students must know and understand:

Health and safety and safeguarding

- the purpose of legislation in the education sector including the Health and Safety at Work Act 1974, Health and Safety at Work Regulations (1999), Children Act 2004, Safeguarding Vulnerable Groups Act 2006, Children and Families Act 2014, Data Protection Act 2018, UK General Data Protection Regulation (GDPR) 2018 Counter Terrorism and Security Act 2015 and Equality Act 2010
- 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
- how legislation and statutory and non-statutory guidance inform policies and procedures in education including health and safety, safeguarding and child protection, online safety and data protection
- the importance of adhering to legislation, guidance, policies and procedures to ensure the health, safety and wellbeing of all in education

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
- 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

- the role of National Professional Qualifications in shaping professional development for teachers and early years practitioners
- 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
- 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
- how social, emotional and environmental factors can impact on learning

Inclusion

- the key principles related to inclusive practice and how they support accessibility, participation and progress of all students
- 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

Reflective practice

- the purpose of reflective practice in education
- the key stages in models of reflective practice including Kolb's experiential learning cycle and Gibbs reflective cycle
- the contribution of Schön to the concept of reflective practice
- how models of reflective practice can be applied and structured to education practice

Assessment

- the different types of assessment used to measure learning along with their strengths and limitations: formative, summative, diagnostic and comparative assessment
- the importance of using appropriate assessment to provide information about students' understanding and needs.
- the stages of the assess-teach-feedback cycle and how they are used to support effective learning
- the key principles for providing high-quality feedback to support student progress

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

- the impact of positive relationships to promote students' social, emotional and mental health and sustain their engagement and progress in learning

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
- how educators can use a variety of media to describe and explain areas of learning in all the key stages of the education sector
- how the use of technology can positively impact students' engagement, development and progress

Annex

Glossary of Terms

Term	Definition
Key learning stages	The stages of education in England's education system.
Learning activity	A specific task that students complete. For example, preparing for and taking part in a debate, a creative painting activity or a role play.
Learning goals	Specific, measurable objective(s) that indicate the knowledge, skills and/or behaviour(s) that a student should demonstrate having completed a learning activity or a learning session.
Learning session	A structured period of learning, such as a lesson or a workshop. A learning session includes a number of different learning activities.

Transferable Skills

The following transferable skills² have been integrated into the content for work-related purposes:

WRP(s)	Transferable Skill
WRP1 WRP2 WRP3 WRP5	communicating plans and recommendations to others communicating information to different audiences including parents, families, carers and other professionals to improve student outcomes communicating feedback to students on specific learning goals
WRP1 WRP2 WRP4 WRP5	decision making, clarifying logical choices on learning environments and learning resources when planning learning sessions decision making, clarifying logical choices and concluding how to communicate purposefully for a given situation decision making and using evidence from observations to assess risk decision making skills to set specific learning goals and justify these goals using evidence
WRP1	planning skills to develop well-structured and inclusive learning sessions which promote learning for all

² Please refer to the [Framework for Transferable Skills and Work-related Behaviours](#) published alongside the subject content as part of the consultation

WRP(s)	Transferable Skill
WRP1 WRP3	analysing information to support inclusive lesson planning -
WRP2	critical thinking to synthesise and conclude the context of communication situations
WRP3 WRP5	evaluating by considering evidence about learning sessions and individual students to propose adaptations to promote inclusion evaluating information, records and data used to assess students' current progress: consider and appraise this evidence, drawing evidence-based conclusions
WRP4	observing a situation to identify risks and hazards
WRP4	recording decisions made as part of the risk assessment process

Workplace behaviours

Teaching and learning opportunities to develop the following workplace behaviours² may be developed through student engagement with work-related purposes:

WRP(s)	Workplace behaviours
WRP1 WRP3 WRP4 WRP5	attention to detail when analysing information in relation to lesson planning and when evaluating information data and records used to assess student's current progress attention to detail when observing situations for hazards and risks
WRP3 WRP5	responsible when reviewing student information to plan inclusive lessons and assess progress
WRP1 WRP3	reflective in the planning of inclusive learning sessions
WRP5	self-confident when feeding back learning goals to students
WRP5	professional when feeding back learning goals to students

WRP(s)	Workplace behaviours
WRP2 WRP5	respectful when communicating with others

Links to Occupational Standards

The subject content for this V Level draws upon the following Occupational Standards. These are provided for reference and awarding organisations are not expected to include any further content from these standards or signal content alignment in any more detail in their qualification specifications.

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

Link to Foundation Certificates

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

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place	LO1 - Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	The value of different types of learning activities used in learning sessions: teacher-led, student-led, open questioning, role play, group discussions, demonstrations, case studies, small group activities, individual activities and simulations	Planning learning which includes appropriate learning activities

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place	LO1 - Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	How to set specific learning objectives and success criteria for a learning session: use of SMARTER (Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed) criteria, student-centred aims, use of action verbs and limiting the number of aims.	Planning learning to demonstrate measurable progress.
WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place	LO1 - Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	The types of learning resources to consider when planning a learning session: equipment, materials, and staffing. Factors to consider when planning a learning session: time available, space and resource availability, and inclusion of adaptive teaching strategies.	Deciding on appropriate resources when planning learning. Applying numeracy skills to calculate resource requirements.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place	LO1 - Plan learning activities for two different key learning stages which include specific learning goals and assessment opportunities	The value of different assessment methods used to demonstrate measurable progress in a learning session: observation, student-led reflection, starter assessment compared to plenary assessment, and review of produced outputs (reports, answers or artefacts).	Planning learning to include assessment method(s) to demonstrate measurable progress.
WRP2 – Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	The different individuals and professionals that educators interact with: parents, carers, wider family, agencies and services that support parents, carers and students, colleagues within the same setting and industry professionals outside of the education setting.	Proposing ways to communicate purposefully with different individuals.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP2 – Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	The different types of communication techniques that can be used to communicate purposefully: verbal, visual, written methods and use of technology. The ways to adapt style and tone of communication to suit the audience: using non-technical language, avoiding use of jargon, volume of speech, and adopting a formal or informal tone. The principles of effective communication: being clear, being concise, being courteous, and providing comprehensive information.	Proposing appropriate communication techniques to be able to communicate purposefully.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP2 – Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	The importance of adhering to the legal requirements relating to confidentiality of information including adherence to the Data Protection Act 2018. The significance of the legal requirements in relation to safeguarding and the exceptions to confidentiality to protect students and colleagues.	Deciding what information can or cannot be shared.
WRP2 – Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students	LO2 – Demonstrate purposeful communication with others to share information relating to student progress	Importance of identifying the context of any communication: who is the communication with? where is the communication taking place? how is the communication taking place? and background to the communication (has previous communication taken place?)	Deciding the context of any communication.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP3 – Recommend adaptations to learning sessions to promote inclusion, access, participation and progress	LO3 – Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress	The importance of consistently applying inclusive design principles in all learning sessions to ensure all students are able to access, participate in and benefit from the session.	Recommending adaptations to support inclusion.
WRP3 – Recommend adaptations to learning sessions to promote inclusion, access, participation and progress	LO3 – Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress	The value and appropriateness of different strategies for making learning sessions inclusive including offering choice and autonomy, presenting information in different ways, clarifying vocabulary, providing scaffolding, varying teaching methods, varying ways in which students provide responses, making use of different media, making use of tools and assistive technology, identifying and removing physical and pedagogical barriers, providing necessary resources and support.	Recommending adaptations to support inclusion.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP3 – Recommend adaptations to learning sessions to promote inclusion, access, participation and progress	LO3 – Propose ways to support inclusion when delivering learning activities to ensure all students can participate and progress	The importance of using guidance and statutory frameworks related to promoting inclusion including the Early Years Foundation Stage, SEND code of practice, Equality Act 2010, Education Endowment Foundation and Universal Design for Learning (UDL).	Analysing information to recommend adaptations to support inclusion.
WRP4 – Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning	LO4 – Complete risk assessments for two contrasting learning activities in an indoor learning environment to ensure safe delivery of learning	The steps in the risk assessment process: identifying hazards, risk identification, risk management-who is at risk, likelihood of harm, and severity of harm, implementing controls, documenting and reviewing.	Observing learning and applying the process of risk assessment. Producing and completing risk assessment documentation.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP4 – Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning	LO4 – Complete risk assessments for two contrasting learning activities in indoor learning environment to ensure safe delivery of learning	Main hazards in an indoor learning environment: movement around a room (slip/trip/fall hazards), materials and equipment being used, furniture and fixtures, and electrical services. Controls used to minimise risks: removing the hazard, reducing exposure, use of Personal Protective Equipment (PPE), training in relation to use of equipment and other materials and equipment maintenance .	Observing learning and applying the process of risk assessment. Producing and completing risk assessment documentation.
WRP4 – Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning	LO4 – Complete risk assessments for two contrasting learning activities in indoor learning environment to ensure safe delivery of learning	The significance of the legal requirements and guidance on health and safety including the importance of adhering to the Health and Safety at Work Regulations (1999). The balance between working safely/complying with all required regulations, and delivering motivating learning activities.	Communicating to convey the results of risk assessment to others.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP5 – Evaluate assessment information, records and data to set specific individual learning goals to feed back to students as part of the assess-teach-feedback cycle	LO5 – Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress	The significance of different types of information, records and data used in the assessment of learning: observation notes, written results, marks/scores, audio/video recordings, digital records and reports. The role of different types of assessment information, records and data: to provide quantitative or qualitative results, to provide stand-alone results or results over a period of time, to provide comparative results with others, to provide comparative results against students' previous work and to provide baseline information.	Evaluating information, records and data. Applying numeracy skills when evaluating quantitative data.

V Level reference	Foundation Certificate reference	Knowledge and Understanding	Skills
WRP5 – Evaluate assessment information, records and data to set specific individual learning goals to feed back to students as part of the assess-teach-feedback cycle	LO5 – Interpret assessment information, records and data from two different learning stages to make evidence-based recommendations to maximise student progress	The main types of assessment and the difference between them: formative assessment, summative assessment, diagnostic assessment and comparative assessment Use of different methods of assessment in different educational settings: observation, verbal questioning, written questioning, projects, examination of written work, peer assessment, self-assessment, skills/practical assessment and professional discussion.	



Department
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