



Department
for Education

Education and Early Years

**Level 2 Foundation Certificate
subject content**

DRAFT FOR CONSULTATION

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1. Introduction

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.

The content is designed to be achievable between 240 and 300 Guided Learning Hours (GLH) of teaching and learning.

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

2. Aims

Foundation Certificates are one-year, level 2, high-quality qualifications that prepare students for progression to further study at level 3 options, including T Levels, V 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; providers may set their own entry requirements, including any GCSEs required.

The purpose of this qualification is to prepare students for further study options at level 3, related to the subject area, through purposeful, authentic work-related learning that enables students to:

Apply their knowledge, understanding and skills to achieve the specified learning outcomes:

- **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

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Through these, develop strong transferable skills¹ focused on planning, analysis, communication, investigation, evaluation and decision-making, 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
- analysing - information such as learner profiles, learning contexts, assessment data and risks by identifying key features, recognising patterns and prioritising information to inform planning, inclusion strategies and recommendations
- critical thinking - evaluating guidance, weighing different approaches, considering implications of decisions and justifying learning activities, communication methods, inclusion strategies and next steps for student progress
- communicating - effectively by sharing information clearly 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 - when selecting learning activities, assessment approaches, communication techniques, inclusion strategies, control measures and recommendations to support learner progress
- self-managing - organising own work, managing time across tasks, reviewing their 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
- evaluating - the effectiveness of learning activities, assessment information, inclusion approaches and safety measures, making informed recommendations for improvement where appropriate
- observing - monitoring learning contexts, identifying hazards, recognising learner needs and interpreting evidence of student progress

¹ Please refer to the Framework for Transferable Skills and Work-related Behaviours document, published alongside the subject content as part of the consultation.

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Continue to develop literacy, numeracy and digital skills by applying them within the context of achieving the learning outcomes:

- students develop literacy skills through:
 - planning, recording, analysing 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 develop numeracy skills through:
 - 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 develop digital skills through:
 - producing, organising, storing and retrieving digital content
 - using digital tools for planning, communication and reporting
 - researching information digitally
 - communicating using digital technologies

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

- 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

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- 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 Optionality

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

2.2 Progression

Foundation Certificates aim to encourage student motivation and interest in progressing to further study in a relevant subject. They provide a broad and applied understanding of the sector that intentionally avoids narrow specialisation. This is to help and 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 of educational and early years practice, that span the educational stages from birth to adult learning.

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

Inclusion of content in qualification specifications

The subject content is structured into learning outcomes which set out the knowledge, understanding and skills that are expected to be demonstrated through applied activity to achieve the learning outcomes. A short rationale is provided for each learning outcome for guidance only, offering an introductory narrative explanation. Each learning outcome includes:

- what students must demonstrate they know and understand:
 - statements of knowledge and understanding
- what students must demonstrate they are able to do:
 - skills statements
- transferable skills that may be developed and demonstrated through the learning outcome
- contextualised literacy and numeracy and essential digital skills that are required to achieve the outcome

The subject content links knowledge and understanding and skills, to reflect how they are intended to be developed and applied together, rather than separately in isolation.

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.

All the subject 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.

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. However, the list is a minimum and awarding organisations may choose to add to the list.

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Use of 'e.g.'

This is used to exemplify what is meant by the content statement. Awarding organisations can specify the example cited or other examples in their specifications should that be appropriate.

3.2 Learning outcomes

Each learning outcome sets out the knowledge, understanding and skills that a student will need to know and apply to achieve the outcome and signposts to the work-related behaviours that may be demonstrated through engagement with the learning outcome.

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:

- knowledge refers to both knowledge and understanding. It relates to the theoretical facts, principles, concepts, procedures and techniques that students should acquire
- knowledge and understanding specified in this section are expected to be demonstrated through applied activity rather than separately
- skills refer to subject-specific and transferable skills needed to achieve a learning outcome

The applied learning of knowledge, understanding and skills is through the engagement with the learning outcomes across a range of education and early years contexts. Key introductory themes include planning learning activities, communication, inclusion, risk assessment and setting learning goals. These themes span the broad range of educational stages from birth to adult learning, intentionally avoiding narrow specialisation in any single stage (such as early years or post-16 learning).

This content has been designed to be achievable in **240 GLH** (subject to the outcome of the content consultation).

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

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

To achieve this learning outcome, students must demonstrate knowledge and understanding through researching, planning, designing, justifying and evaluating learning activities and assessment opportunities for two different key learning stages.

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 and early years 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 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 activities, inquiry-based activities, collaborative activities, practical activities, production activities and technology-based activities

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- 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, 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 end-of-session assessment and reviewing outputs (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, and goals in post-16 and adult education
- 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
- 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

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- apply digital skills to create a plan for learning activities by producing, organising, storing and retrieving digital content

Work-related behaviours that may be demonstrated through engagement with this learning outcome include:

- perceptive
- focused

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

To achieve this learning outcome, students must demonstrate knowledge and understanding through planning, selecting and using appropriate communication methods, including digital technologies, to purposefully and professionally share accurate information about 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 is an essential concept which underpins level 3 pathways and above in the Education and early years sector.

Students will consider the individuals, professionals and agencies they are likely to deal with when working in the Education and early years 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. 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

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- 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
- 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, 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
- the significance of safeguarding, confidentiality and data protection when sharing student information including exceptions to confidentiality and the notion of consent
- 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?)

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 include:

- self-confident
- professional

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

To achieve this learning outcome, students must demonstrate knowledge and understanding through analysing learning contexts and student needs, investigating learning activities, and proposing inclusive approaches aligned with relevant guidance and frameworks to support all learners' participation and progress.

Rationale:

This learning outcome provides an opportunity for students to consider inclusion when delivering learning activities. Students will develop 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 using digital technologies to do this.

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

- 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: presenting content in different formats, allowing students to demonstrate understanding in different ways, varying activities, using accessible language and scaffolding learning, making use of different media, making use of tools and assistive technology, identifying and removing physical barriers, providing necessary resources and support
- the importance of using statutory frameworks and non-statutory guidance related to promoting inclusion including the Early Years Foundation Stage, SEND code of

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practice, Equality Act 2010, Education Endowment Foundation 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 include:

- perceptive
- inclusive
- responsive

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

To achieve this learning outcome, students must demonstrate knowledge and understanding through observing indoor learning activities, identifying hazards and risks, completing and presenting formal risk assessments for two contrasting activities, and communicating appropriate control measures.

Rationale:

This learning outcome provides the opportunity for students to develop fundamental knowledge in relation to health and safety and in particular the role of risk assessment within the Education and early years sector. Ensuring all learning is undertaken in a safe way is a key principle of Education and early years 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 be less well defined and will require a fundamental understanding of health and safety.

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, e.g. 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, 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 and early years: 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

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- 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 (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 include:

- focused
- responsible
- attention to detail

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

To achieve this learning outcome, students must demonstrate knowledge and understanding through analysing and interpreting information and data, identifying weaknesses and associated risks, and communicating evidence-based, actionable recommendations using appropriate written and digital formats.

Rationale:

This learning outcome provides an opportunity for students to develop 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 this level, 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 Education and early years 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

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period of time, 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 important and less important aspects to focus on when making recommendations to maximise student progress
- how to make recommendations to maximise student progress including 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 include:

- focused
- reflective

Annex 1: 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 having completed a learning activity or a learning session.
Risk	The likelihood, great or small, that someone will be harmed by the hazard.

Annex 2: Content Mapping

Link to Level 2 Occupational Certificate core content

The following aspects of Foundation Certificate in Education and Early Years content:

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

are also covered in the Occupational Certificate in Early Years Practitioner content:

- 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.	NA
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.	NA

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Foundation Certificate reference	Occupational Certificate reference	Knowledge and understanding	Skills
LO2	LO1		Communicating purposefully with different individuals through the use of visual, oral and written communication methods to share required information.

Link to V Level

The following aspects of Foundation Certificate Education and Early Years content directly relate to V Level Education content to provide a stepping-stone and clear line of sight to level 3 study.

The Level 2 Foundation Certificate introduces:

- planning of learning activities against learning goals
- communication techniques to demonstrate purposeful communication
- inclusivity as a fundamental principle in planning learning
- ensuring health and safety through the use of risk assessments
- the use of assessment to support learning

These areas provide direct progression to V Level work-related purposes by developing the underlying understanding and skills to plan inclusive learning and assessment to support learner progress, the importance of communication within Education and early years and the importance of ensuring that all learning is safe.

The level 2 Foundation Certificate emphasises specific foundational practices, while the level 3 V Level builds on these foundations and extends this knowledge into applied workplace contexts such as planning whole learning sessions and feeding back to students as part of the assess-teach-feedback cycle.

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The following aspects of content directly relate to content specified in the V Level in Education:

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.	
LO1	WRP1		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.

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Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
LO2	WRP2	<p>Communication techniques used to communicate purposefully: verbal, visual, written methods, and use of technology.</p> <p>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.</p> <p>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.</p>	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.
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.

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Foundation Certificate reference	V Level reference	Knowledge and understanding	Skills
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 early years 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.	
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 Education and early years sector and the role of different methods of assessment.	

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Link to T Level

The following aspects of Foundation Certificate Education and Early Years content are also covered in the T Level in Education and Early Years to provide a stepping-stone and clear line of sight to level 3 study.

The Foundation Certificate introduces core knowledge and transferable capabilities required for progression to level 3 Education and Early Years pathways through learning outcomes covering:

- planning of learning
- purposeful communication
- ensuring inclusivity
- ensuring health and safety
- use of assessment within learning the qualification programme

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

The following aspects of content directly relate to content specified in the core of the T Level in Education and Early Years:

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).	

PROPOSED SUBJECT CONTENT FOR CONSULTATION

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO2	<p>Core Knowledge</p> <ul style="list-style-type: none"> - Safeguarding, Health and Safety and Wellbeing. - The legal requirements and guidance health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and young people. 	<p>The significance of safeguarding, confidentiality and data protection when sharing student information including exceptions to confidentiality and the notion of consent.</p>	
LO2	<p>Core Knowledge</p> <ul style="list-style-type: none"> - Parents, Families and Carers. - Ways of working with parents and carers, including understanding barriers to engagement and how to overcome them. 	<p>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.</p>	
LO2	<p>Core Skill</p> <ul style="list-style-type: none"> - Communicate information clearly to engage children and young people. 		<p>Communicate purposefully with different individuals.</p>

PROPOSED SUBJECT CONTENT FOR CONSULTATION

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO3	<p>Core knowledge</p> <ul style="list-style-type: none"> - Special Educational Needs and Disability. - The principles of inclusion and how this differs from integration. 	<p>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</p> <p>Ways to support inclusion when delivering learning activities.</p>	
LO4	<p>Core Knowledge</p> <ul style="list-style-type: none"> - Safeguarding, Health and Safety and Wellbeing. - The legal requirements and guidance. 	<p>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.</p>	
LO4	<p>Core Skill</p> <ul style="list-style-type: none"> - How to assess and manage risks to your own and others' safety when planning activities. 		<p>Observe learning activities to apply the process of risk assessment, identifying hazards and assessing risk.</p> <p>Complete risk assessment documentation.</p>

PROPOSED SUBJECT CONTENT FOR CONSULTATION

Foundation Certificate reference	T Level reference	Knowledge and understanding	Skills
LO5	<p>Core Knowledge</p> <ul style="list-style-type: none"> - 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. 	<p>The difference between quantitative and qualitative information, records and data.</p> <p>The main types of assessment used in Education and early years sector: formative, summative, diagnostic and comparative</p> <p>The role of different types of assessment information, records and data.</p>	
LO5	<p>Core Skill</p> <ul style="list-style-type: none"> - Use formative and summative assessment to track children and students' progress to plan and shape educational opportunities. 		<p>Propose next steps in learning based on the interpretation of given information, records and data.</p>



Department
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