

Crossfields Institute

Qualification Specification

Level 4 Certificate in Therapeutic Education and Group
Process



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Key Facts

Qualification Title	Crossfields Institute Level 4 Certificate in Therapeutic Education and Group Process
Qualification Number (QAN)	603/7734/3
Qualification Type	VRQ
Sector	Teaching and Lecturing
Level	4
Rules of Combination	All modules are compulsory
Total Qualification Time	185 hours
Guided Learning Hours	89 hours
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	18 months
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by The Complete Education Solution (TCES)

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this Crossfields Institute Level 4 Certificate in Therapeutic Education and Group Process is to:

- Prepare you to progress to a qualification at a higher level
- Support your role in supporting teaching and learning in a therapeutic classroom or other therapeutic learning settings/environments
- Provide you with opportunities for personal growth and engagement in learning

This qualification was developed in response to a need for those working in a therapeutic education setting to build upon the Crossfields Institute Level 3 Award in Therapeutic Education and Group Process qualification or equivalent training and extend their skills, knowledge and understanding of a therapeutic setting.

1.2 Who is it for?

This qualification is designed for people who want to extend their knowledge and practice of therapeutic education and Group Process within a therapeutic setting.

1.3 What does the qualification cover?

You must complete 6 mandatory modules:

Module 1. Environmental Adaptation for Therapeutic Education

This module will develop understanding of the impact of environmental factors on learning, including the physical, social and institutional environment. Learners will understand how to apply appropriate strategies to adapt environments for students.

Module 2. Relational Strategies for Therapeutic Education

The learner will explore the practical application of relational strategies in the wider context of therapeutic education. Learners will be able to identify attachment styles, unmet emotional needs and those arising from neurodiversity, reflect on the use of unconditional positive regard and the practical application of emotional literacy. They will develop approaches to using and reflecting on appropriate relational strategies using Group Process.

Module 3. Participation and Inclusion Strategies for Therapeutic Education

This module develops understanding of co-regulation and role-modelling, how to effectively embed expectations, rewards, and consequences and how to implement a range of occupational strategies and resources. Learners will use Group Process to reflect on inclusive learning strategies.

Module 4. Practical application of Pupil Leadership Development as an Intervention

This module provides the opportunity to explore further Pupil Leadership Development as an intervention and the importance of pupil leadership and its contribution to the real meaning of inclusion. Learners will have a deeper understanding of the different components of Pupil

Leadership Development and will be able to apply this to a case study or project of their choice.

Module 5. Developing a Blended Offer in a Therapeutic Educational Setting

This module develops understanding of the Blended Offer. Learners will consider the underpinning pedagogy, how to deliver pastoral care and support wellbeing as well as models for delivering blended learning, including resource and legal implications.

Module 6. Practitioner in Reflective Practice and Group Process

This module focuses on experiencing Group Process as the central means of developing best practice. Learners will understand the key features of reflective practice and experience roles involved with Group Process. They will understand how to prepare an environment for Group Process and be able to facilitate a reflective practice session.

The qualification is at Level 4 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

The learner....	The learner can....
<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>

1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you have:

- An interest in developing your knowledge, skills and practice in a therapeutic education setting
- 12 months experience in a therapeutic setting or working in a setting that has engaged in a partnership with a therapeutic education provider, or a minimum of a Level 3 Award in education
- An awareness of child development and approaches to Therapeutic Education and working with groups
- Evidence of completion of safeguarding training at level 2 or equivalent

- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 7 will be required.

1.5 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- observation of practice by experienced tutors
- written assignments
- reflective practice. e.g. a learning journal or self-reflective journals
- peer observation or feedback as witness testimony
- artefacts

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

1.6 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in a therapeutic educational setting
- develop your role as a practitioner in a therapeutic educational setting
- further your studies in therapeutic education

Section 2: Modules

2.1 Module List

	Module title	Module code	Ofqual ref	Total qualification time (TQT)
1	Environmental Adaptation for Therapeutic Education	TEGP-L4-M1	F/618/7978	28
2	Relational Strategies for Therapeutic Education	TEGP-L4-M2	J/618/7979	56
3	Participation and Inclusion Strategies for Therapeutic Education	TEGP-L4-M3	A/618/7980	40
4	Practical Application of Pupil Leadership Development as an Intervention	TEGP-L4-M4	F/618/7981	20
5	Developing a Blended Offer in a Therapeutic Educational Setting	TEGP-L4-M5	J/618/7982	16
6	Practitioner in Reflective Practice and Group Process	TEGP-L4-M6	L/618/7983	25
	Total			185

Module 1 - Environmental Adaptation for Therapeutic Education

Module code	TEGP-L4-M1	Guided Learning Hours (GLH)	15
Module level	4	Total Qualification Time (TQT)	28
Module aim	This module will develop understanding of the impact of environmental factors on learning including the physical, social and institutional environment. Learners will understand how to apply appropriate strategies to adapt environments for students.		
Module rationale	This module builds on those in the Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process which introduced the learner to the Therapeutic Classroom.		

Learning outcomes

The learner will:

1. Analyse the impact of the physical environment on learning
2. Explain how to adapt the physical environment and apply appropriate strategies
3. Analyse the impact of the social environment on learning
4. Demonstrate how to adapt the social environment and apply appropriate strategies
5. Explore components of the institutional environment and its impact on learning

1. The impact of the physical environment on learning

Topics include:

- The sensory classroom environment
- Trauma and the physical environment
- Environmental prompts for behavioural responses

2. How to adapt the physical environment and apply appropriate strategies

Topics include:

- Adapting sensory input in the classroom
- Classroom layout
- Workplace versus learning space

3. The impact of the social environment on learning

Topics include:

- Social expectations and boundaries
- Social demands: home versus school
- Impact of peer group relations on learning

4. How to adapt the social environment and apply appropriate strategies

Topics include:

- How to embed positive expectations and boundaries
- How to adapt a social environment
- How to embed positive communication

5. Components of the institutional environment and its impact on learning

- What is an institutional environment?
- Racism, social deprivation and inequality of opportunity: impact on learning

Resources:

Chaves, J. and Taylor, A., (2021). *Creating Sensory Smart Classrooms: A Practical Guide for Educators*. Routledge.

Bandura, A. and McClelland, D.C., (1977). *Social learning theory (Vol. 1)*. Prentice Hall: Englewood cliffs.

Bates, B., (2019). *Learning Theories Simplified:... and how to apply them to teaching*. Sage.

Module 2 - Relational Strategies for Therapeutic Education

Module code	TEGP-L4-M2	Guided Learning Hours (GLH)	25
Module level	4	Total Qualification Time (TQT)	56
Module aim	The learner will explore the practical application of relational strategies in the wider context of therapeutic education. Learners will be able to identify attachment styles, unmet emotional needs and those arising from neurodiversity, reflect on the use of unconditional positive regard and the practical application of emotional literacy. They will develop approaches to using and reflecting on appropriate relational strategies using Group Process.		
Module rationale	Learners need to understand how the theories and concepts introduced in the Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process can be practically applied.		

Learning outcomes

With reference to case studies, the learner will:

1. Explain various attachment styles
2. Explain unmet emotional needs
3. Explain needs arising from neurodiversity
4. Reflect on the use of unconditional positive regard with reference to own working environment
5. Analyse the practical application of emotional literacy
6. Use Group Process to reflect on the use of appropriate relational strategies in own working environment

1. Various attachment styles

Topics include:

- Distinguishing between different attachment styles (e.g. secure, insecure-ambivalent, insecure – avoidant, insecure – disorganised)
- Identifying how insecure attachment manifests in the classroom (e.g. underachievement, challenging behaviour, high anxiety)
- Identifying various attachment styles from case studies

2. Unmet emotional needs

Topics include:

- Exploring the role of emotional needs in the classroom
- Distinguishing between mental health and emotional needs (e.g. need for attachment, need for autonomy)
- Using a series of vignettes, identify and discuss unmet emotional needs

3. Needs arising from neurodiversity

Topics include:

- Distinguishing between neurodevelopmental conditions (e.g. ASC, ADHD, Dyslexia, Dyspraxia, Dyscalculia)
- Exploring overlapping relational needs (e.g. dependency on teacher support, hypervigilance)
- Strategies for supporting neurodevelopmental conditions (e.g. use of visuals, use of language)

4. Use of unconditional positive regard

Topics include:

- How to communicate unconditional positive regard (e.g. greetings at start and end of school day, holding the pupil in mind)
- Reflecting on the application of unconditional positive regard in the classroom

5. Practical application of emotional literacy

Topics include:

- Introduction to emotional literacy interventions (e.g. zones of regulation, size of the problem)
- Demonstrating practical application of emotional literacy
- Reflecting on the impact of emotional literacy interventions

6. Appropriate relational strategies

Topics include:

- Use of Group Process for reflection
- Identify appropriate relational strategies for various attachment and emotional needs (e.g. labelling and validating emotions, planning support for transitions, strategies for calming strong emotions)
- Exploring the practical application of relational strategies
- Developing a case study of an insecurely attached pupil and identifying which relational strategies are most appropriate

Resources:

Brooks, R., (2019). *The Trauma and Attachment-aware Classroom: A Practical Guide to Supporting Children who Have Encountered Trauma and Adverse Childhood Experiences*. Jessica Kingsley Publishers.

Gilbert, L., Gus, L., Rose, J. and Wood, F., (2021). *Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience*. Jessica Kingsley Publishers.

Bombèr, L.M., Golding, K. and Phillips, S., (2020). *Working with Relational Trauma in Schools: An Educator's Guide to Using Dyadic Developmental Practice*. Jessica Kingsley Publishers.

Module 3 - Participation and Inclusion Strategies for Therapeutic Education

Module code	TEGP-L4-M3	Guided Learning Hours (GLH)	20
Module level	4	Total Qualification Time (TQT)	40
Module aim	This module develops understanding of co-regulation and role-modelling, how to effectively embed expectations, rewards, and consequences and how to implement a range of occupational strategies and resources. Learners will use Group Process to reflect on inclusive learning strategies.		
Module rationale	This module builds on those in the Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process, developing learners' understanding of the Therapeutic Education environment.		

Learning outcomes

The learner will:

1. Explain how to adopt an inclusive, strengths-based approach to learning
2. Analyse the importance of co-regulation and role-modelling
3. Explain how to implement sensory strategies and resources
4. Analyse how expectations, rewards and consequences can be effectively embedded
5. Use Group Process to reflect on inclusive learning strategies

1. Inclusive, strengths-based approach to learning

Topics include:

- What does it mean to be inclusive and strengths-based (e.g. participation for all)?

- Scaffolding and differentiation to enable participation (e.g. provision of templates, differentiated success criteria, AfI)
- Strategies to develop self-esteem and self-worth (e.g. leadership roles, use of positive affirmations and praise)

2. Co-regulation and role-modelling

Topics include:

- Understanding the impact of co-regulation and role-modelling
- Strategies to develop self-regulation in pupils

3. Implementing sensory strategies and resources

Topics include:

- Considering sensory needs in lesson planning and timetabling (e.g. different learning styles – kinaesthetic, auditory etc, sensory input in learning environment)
- The “Just-Right Challenge” concept of appropriate levels of sensory input
- Incorporating sensory play in learning (e.g. use of materials – sand, water, natural environment, bubbles, slime etc)

4. Embedding expectations, rewards and consequences

Topics include:

- The importance of consistency and predictability
- Punishment versus consequences: ensuring responses are natural and logical (e.g. withdrawal from activity for safety of others/themselves)

5. Group Process

- Setting up and facilitating Group Process
- Group process at different scales (Class, Whole-school, staff)
- Recording and evidencing sessions

Resources:

Nolan, A., Stagnitti, K., Taket, A., and Casey, S. (2017) **Supporting Resilience** in: Garvis, S., and Prendergast, D., (Eds) **Health and Well Being in Childhood** (2nd Edition) Cambridge University Press

Rosanbalm, K. D., & Murray, D. W. (2018). Co-regulation from birth through young adulthood: A practice brief (OPRE Brief #2017-80). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Bomber, L.M, and Perry, A. (2020) **Know Me To Teach Me:** Differentiated discipline for those recovering from adverse childhood experiences. Worth Publishing

Van der Kolk, B.A. (2015) **The Body Keeps The Score:** Brain, mind and body in the healing of trauma. Penguin Books

Module 4 - Practical Application of Pupil Leadership Development as an Intervention

Module code	TEGP-L4-M4	Guided Learning Hours (GLH)	10
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Module level	4	Total Qualification Time (TQT)	20
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Module aim This module provides the opportunity to explore further Pupil Leadership Development as an intervention and the importance of pupil leadership and its contribution to the real meaning of inclusion. Learners will have a deeper understanding of the different components of Pupil Leadership Development and will be able to apply this to a case study or project of their choice.

Module rationale This module builds on the introductory module of the Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process. It will provide opportunities to study pupils who have gained successes through Pupil Leadership Development, reflect on the reasons for those successes and apply that learning to create a development pathway for a pupil in their own working environment.

Learning outcomes

The learner will:

1. Describe practical uses of Pupil Leadership Development as an intervention
2. Explain why Pupil Leadership Development helps to alleviate occupational deprivation
3. Analyse how pupils can be supported to overcome apparent barriers to success
4. Analyse the wider perspectives of Peer Mentoring
5. Use Group Process to reflect on the outcomes of facilitating pupil leadership, voice and participation

1. **Practical uses of Pupil Leadership Development as an Intervention**
 - Ways in which a pupil's offer includes genuine embedded leadership activities which lead to their goals (e.g. every pupil a leadership role, bespoke curriculum pathway with training/coaching in area of leadership)

- 2. Understanding why Pupil Leadership Development helps to alleviate occupational deprivation**
 - Understanding of impacts of occupational deprivation on pupils (e.g. artificial ceiling of ambition, negative mindset around perceived roles)
 - Practical application of the programme
 - Benefits of the programme
 - Results and impacts on pupils

- 3. Supporting pupils to overcome apparent barriers to success**
 - Practical ways in which support can be given (e.g. familiarisation visits to college, strategies for approaching academically demanding tasks, planning and rehearsing interviews, Group Process – sharing examples of perceived barriers)
 - Using examples from own practice, reflecting on ways of supporting pupils

- 4. Understanding further the importance of Peer Mentoring**
 - Impact of peer mentoring on pupils (e.g. positive impact on esteem/confidence of mentor, opportunity to be listened to by peer, non-authority but significant person)
 - Other perspectives on Peer Mentoring for example: input from The Mentoring School
 - Benefits of Peer Mentoring to the school

- 5. Facilitating pupil leadership, voice and participation**
 - Use of Group Process – facilitation, reflection, recording and evidencing sessions
 - Put into practice Hart's Participation Ladder
 - Action planning to increase pupil participation in your education setting

Resources:

James M Kouzes & Barry Z Posner (2018). *The Student Leadership Challenge: Five practices for becoming an exemplary leader*. Jossey Bass.

Shankman, M. L., Scott J. Allen, S. J. and Haber-Curran, P., (2016). Emotionally Intelligent Leadership: A Guide for Students. *Journal of College Student Development* 57(1): 110-112.

Shankman, M. L., Allen, S. J. and Miguel, R., (2015). *Emotionally Intelligent Leadership for Students (Inventory)* 2nd Edition. Jossey-Bass.

Shankman, M. L., Scott J. Allen, S. J. and Haber-Curran, P., (2015). *Emotionally Intelligent Leadership for Students (Student Workbook)* 2nd Edition. Jossey-Bass.

Module 5 - Developing a Blended Offer in a Therapeutic Educational Setting

Module code	TEGP-L4-M5	Guided Learning Hours (GLH)	4
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Module level	4	Total Qualification Time (TQT)	16
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Module aim This module develops understanding of the Blended Offer. Learners will consider the underpinning pedagogy, how to deliver pastoral care and support wellbeing as well as models for delivering blended learning, including resource and legal implications.

Module rationale This module will give the learner the understanding to enable them to contribute to the development of blended learning within their own setting.

This module builds on the introductory module in the Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process.

Learning outcomes

The learner will:

1. Describe the pedagogy underpinning the blended offer
2. Explain the importance of delivering pastoral care and supporting wellbeing for pupils, parents and staff through the blended offer.
3. Analyse models for delivering learning through the blended offer
4. Explain the stages required to set up blended learning
5. Give an account of the technology and resources that can be used to embed blended learning
6. Explain data protection, policy requirements and safeguarding implications of blended learning

1. The Pedagogy underpinning the blended offer

The elements covered will include:

- Survival, mastery, impact and innovation
- PCK – Pedagogical, Content, Knowledge – Schulman (1987) to TPACK Technological, Pedagogical, Content, Knowledge – Koehler and Mishra (2009)
- Using Digital Technology to improve learning (e.g. Education Endowment Foundation)

2. Delivering pastoral care and supporting wellbeing for pupils, parents and staff through the blended offer

- Review of models to move learners towards mainstream education settings
- Systems and structures to promote pupil and parent wellbeing
- Systems and structures to promote staff wellbeing
- Communication, support and celebration

3. Models for delivering learning through the blended offer

The elements covered will include:

- Best evidence on supporting students to learn remotely
- Synchronous versus Asynchronous Learning
- Flipped Learning and 'Flipping the Flip'
- Learning methods to engage pupils including those reintegrating

4. Stages in setting up blended learning

- SWOT analysis
- Defining parameters
- Action planning
- Evaluation models

5. Technology and resources used to embed blended learning offer

- How to carry out an equipment audit and plan ongoing requirements
- Resource selection
- Training requirements
- Internal processes

6. Data protection, policy requirements and safeguarding implications of blended learning

- Policy requirements
- Setting up user agreements
- Data protection
- Pupil and staff safeguarding

Resources

Using digital Technology to Improve learning - Education Endowment Foundation

https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf

Rapid Evidence Assessment – Distance Learning – Education Endowment Foundation

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

Remote Education Good Practice – Department for Education

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Module 6 - Practitioner in Reflective Practice and Group Process

Module code	TEGP-L4-M6	Guided Learning Hours (GLH)	15
Module level	4	Total Qualification Time (TQT)	25
Module aim	This module focuses on experiencing Group Process as the central means of developing best practice. Learners will understand the key features of reflective practice and experience roles involved with Group Process. They will understand how to prepare an environment for Group Process and be able to facilitate a reflective practice session.		
Module rationale	This module builds on the Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process module.		

Learning outcomes

The learner will:

1. Analyse the key features of reflective practice
2. Reflect on the experience of the role of the Observer, Participant and Facilitator in Group Process
3. Prepare an environment for Group Process
4. Facilitate a reflective practice session for a pupil or staff member

1. Key features of reflective practice

- Self-awareness
- Improve the way to learn and work

2. Facilitating Group Process

- Group Process for different purposes
- Group Process at different scales (Class, Whole-school, staff)
- Recording and evidencing sessions

3. Preparing a Group Process Environment

- Preparing an appropriate environment
- Understanding the importance of collaboration with clinical team for preparing individuals

4. Exhibit reflection in their day to day work

- Using Gibbs Model of Reflection (1988)

Resources:

Kolb, D. A., (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall

Brookfield, S. D., (2017). *Becoming a Critically Reflective Teacher*. Jossey Bass

Gibbs, G., (1988). *Gibbs Reflective Cycle: Learning while doing*. Oxford Polytechnic

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in Therapeutic Education theory and practice
- A learning environment that supports group discussion and interaction as well as individual contributions

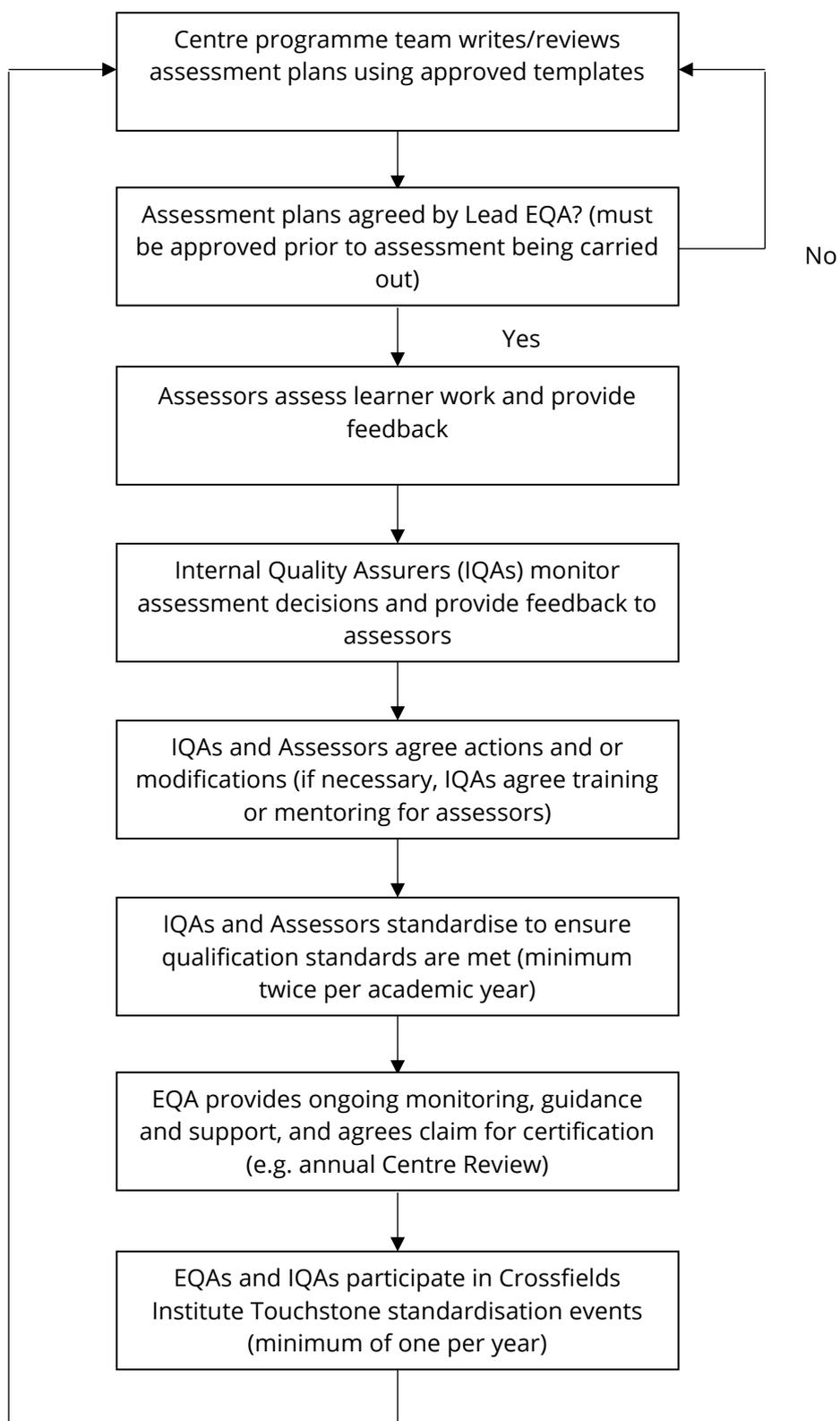
For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook (www.crossfieldsinstitute.com/resources).

3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



3.3 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners
- Centres may wish to use external courses to support delivery for particular modules. These could include courses provided by specialist organisations such as TCES and Mulberry Bush. Where external courses are used to support delivery, assessors should ensure that assessment activities allow learning outcomes to be fully met.

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources

Exemplar Assessment Plan

The following table gives examples of tasks which could be used to meet each of the learning outcomes.

Module	Learning Outcomes	Example Assessment Tasks	Date due for Completion
	<i>On successful completion, the learner will be able to:</i>	<i>Whether the learner has met the Learning Outcome may be assessed using:</i>	
1. Environmental Adaptation for Therapeutic Education	1. Analyse the impact of the physical environment on learning	Written or oral explanation of the impact of the physical environment on learning	
	2. Explain how to adapt the physical environment and apply appropriate strategies	Written or oral explanation of how to adapt the physical environment and apply appropriate strategies	
	3. Analyse the impact of the social environment on learning	Written or oral explanation analysing the impact of the social environment on learning	
	4. Demonstrate how to adapt the social environment and apply appropriate strategies	Practical demonstration of learner making adaptations to social environment and applying strategies. Observation of practice.	
	5. Explore components of the institutional	Written or oral evidence showing how learner has explored the components of	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	environment and its impact on learning	the institutional environment and its impact on learning.	
2. Relational Strategies for Therapeutic Education	1. Explain various attachment styles	Written or oral evidence explaining a variety of attachment styles. This can be linked to their own practice.	
	2. Explain unmet emotional needs	Written or oral evidence showing learner can explain unmet emotional needs. This can be linked to their own practice.	
	3. Explain needs arising from neurodiversity	Written or oral evidence showing learner can explain needs arising from neurodiversity. This can be linked to their own practice.	
	4. Reflect on the use of unconditional positive regard with reference to own working environment	Oral or written reflection on the use of unconditional positive regard with reference to own working environment.	
	5. Analyse the practical application of emotional literacy	Written or oral evidence showing analysing how emotional literacy is practically applied. This can be linked to their own practice.	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	6. Use Group Process to reflect on the use of appropriate relational strategies in own working environment	Written or oral evidence showing learner can use Group Process to reflect on appropriate relational strategies. Evidence of links made to their own working environment.	
3. Participation and Inclusion Strategies for Therapeutic Education	1. Explain how to adopt an inclusive, strengths-based approach to learning	Written or oral evidence explaining how to adopt an inclusive, strengths-based approach to learning. This can be linked to their own practice.	
	2. Analyse the importance of co-regulation and role-modelling	Written or oral evidence showing learner has analysed the importance of co-regulation and role-modelling. This can be linked to their own practice.	
	3. Explain how to implement sensory strategies and resources	Written or oral evidence explaining how to implement sensory strategies and resources. This can be linked to their own practice.	
	4. Analyse how expectations, rewards and consequences	Written or oral evidence analysing how to effectively embed expectations, rewards and	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	can be effectively embedded	consequences. This can be linked to their own practice.	
	Use Group Process to reflect on inclusive learning strategies	Written or oral evidence showing learner can use Group Process to reflect on inclusive learning strategies. Evidence of links made to their own working environment.	
4. Practical Application of Pupil Leadership Development as an Intervention	Describe practical uses of Pupil Leadership Development as an intervention	Written or oral evidence describing the practical uses of Pupil Leadership Development as an intervention. This can be linked to their own practice.	
	Explain why Pupil Leadership Development helps to alleviate occupational deprivation	Written or oral evidence explaining why Pupil Leadership Development helps to alleviate occupational deprivation. This can be linked to their own practice.	
	Analyse how pupils can be supported to overcome	Analysis of how pupils can be supported to overcome	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	apparent barriers to success	apparent barriers to success. Written or oral evidence.	
	Analyse the wider perspectives of Peer Mentoring	Written or oral evidence analysing the wider perspectives of Peer Mentoring. This can be linked to their own practice.	
	Use Group Process to reflect on the outcomes of facilitating pupil leadership, voice and participation	Written or oral evidence showing the use of Group Process to reflect on the outcomes of facilitating pupil leadership, voice and participation. This can be linked to their own practice.	
5. Developing a blended offer in a Therapeutic Educational Setting	1. Describe the pedagogy underpinning the blended offer.	Written or oral evidence describing the pedagogy underpinning the blended offer. This can be linked to their own practice.	
	2. Explain the importance of delivering pastoral care and supporting wellbeing for pupils, parents and staff through the blended offer.	Written or oral evidence explaining the importance of delivering pastoral care and supporting wellbeing through the blended offer. This can be linked to their own practice.	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	3. Analyse models for delivering learning through the blended offer	Written or oral evidence analysing models for delivering learning through the blended offer. This can be linked to their own practice.	
	4. Explain the stages required to set up blended learning	Written or oral evidence explaining the stages in setting up blended learning. This can be linked to their own practice.	
	5. Give an account of the technology and resources that can be used to embed blended learning	Written or oral account of the types of technology and resources that can be used to embed blended learning. This can be linked to their own practice.	
	6. Explain data protection, policy requirements and safeguarding implications of blended learning	Written or oral evidence explaining data protection, policy requirements and safeguarding implications. This can be linked to their own practice.	
6. Practitioner in reflective practice and Group Process	Analyse the key features of reflective practice	Written or oral evidence analysing the key features of reflective practice. This can be linked to their own practice.	
	Reflect on the experience of the role of the	Oral or written reflection of their own experiences in	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	Observer, Participant and Facilitator in Group Process	different roles in Group Process.	
	Prepare an environment for Group Process	Practical demonstration of preparing an environment for Group Process. Observation of practice.	
	Facilitate a reflective practice session for a pupil or staff member	Practical demonstration of the learner facilitating a reflective practice session. Observation of practice.	