

# Crossfields Institute

## Qualification Specification

Level 3 Award in Therapeutic Education and Group  
Process

Level 3 Certificate in Therapeutic Education and Group  
Process





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## Key Facts

<b>Qualification Titles</b>	Crossfields Institute Level 3 Award in Therapeutic Education and Group Process	Crossfields Institute Level 3 Certificate in Therapeutic Education and Group Process
<b>Qualification Numbers (QAN)</b>	603/7817/7	603/7816/5
<b>Qualification Type</b>	VRQ	VRQ
<b>Sector</b>	Teaching and Lecturing	Teaching and Lecturing
<b>Level</b>	3	3
<b>Rules of Combination</b>	To pass the Level 3 Award, learners must complete Modules 1-7	To pass the Level 3 Certificate, learners must complete Modules 1-15
<b>Total Qualification Time</b>	52 hours	133 hours
<b>Guided Learning Hours</b>	33 hours	66 hours
<b>Minimum age of learners</b>	18	18
<b>Assessment Methods</b>	Portfolio of evidence	Portfolio of evidence
<b>Grading system</b>	Pass/Fail	Pass/Fail
<b>How long will it take to complete?</b>	6 Months	12 months
<b>Developed by</b>	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?

The objective of this Crossfields Institute Level 3 Award and Certificate in Therapeutic Education and Group Process is to:

- Prepare you to progress to a qualification at a higher level
- Support your role 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

These qualifications were developed in response to a need for those working in a therapeutic education setting and for parents/carers of students to have access to learning about the key areas of therapeutic education and group process.

### 1.2 Who is it for?

The level 3 Award is designed for people who want an introduction to the work of a therapeutic setting, in particular the ways in which therapeutic education and group process can support students. The level 3 Certificate is designed for people who want to extend their knowledge and skills in Therapeutic Education through further exploration of the key areas and practical application of knowledge.

### 1.3 What does the qualification cover?

To complete the L3 Award, you must complete 7 mandatory modules (Module 1 to Module 7). To complete the L3 Certificate, you must complete all 15 mandatory awards (Module 1 to Module 15):

#### **Module 1: Introduction to child development**

This module will support learners to understand the basics of typical child development by covering the main theories in this field. The module will also introduce learners to key components of neurodiversity. Learners will begin to develop an understanding of common neurodevelopmental conditions and sensory processing.

#### **Module 2: Principles of teaching and learning in a therapeutic classroom**

This module provides an introduction to a range of key areas which are important for the delivery of teaching and learning in a therapeutic classroom. Learners will develop a basic knowledge of the key principles. Learners will also develop an understanding of the key concepts of blended learning this can be used in the Therapeutic Classroom.

#### **Module 3: Introduction to reflective practice and group process**

This module introduces learners to the principles of reflective practice and group process; the key features of reflective practice, the roles and responsibilities involved and the importance of group process and reflective practice.

#### **Module 4: Developmental and relational trauma**

This module introduces key theories and research findings in the field of relational and developmental trauma. Learners will be introduced to theories underpinning attachment and development, distinguishing different types of trauma, Adverse Childhood Experiences (ACEs), the impact of toxic stress and the impact of trauma.

### **Module 5: Mental health and resilience**

This module introduces learners to developing an understanding of mental health, mental illness and resilience. Learners will be introduced to the concept of risk factors related to mental illness and protective factors that can help build resilience. Learners will use group process to reflect on mental health and wellbeing. Learners will consider opportunities they can create to support the development of protective factors.

### **Module 6: Relational work and positive communication**

This module provides an introduction to relational work, in particular the concepts and theories of relational pedagogy and positive communication, and the principle that positive relationships and communication are at the heart of the school setting and are seen as underpinning all successful learning and teaching. Learners will consider why we communicate the way we do, how behaviour is used as communication, why emotional literacy matters and to the role of Speech and Language Therapy in schools. Learners will consider potential adaptations to their own use of language, and that of others, in their settings.

### **Module 7: Introducing pupil leadership development as an intervention**

This module provides an introduction to the theory of Pupil Leadership Development as an intervention. It gives details of each component and how they all help to deliver the key messages of the importance of pupil leadership.

### **Module 8: Child development and neurodevelopment**

This module will support learners to explore a wider range of the main theories and research findings in the field of Child Development and neurology. Through reviewing theories and research findings, learners will broaden their understanding of neurodevelopment and conditions. Learners will consider atypical child development and neurodiversity within their own settings.

### **Module 9: Teaching and learning in a therapeutic classroom**

This module builds upon module 2 and broadens learners' understanding of applying the key principles of approaches that are important for the delivery of teaching and learning in a therapeutic classroom. Learners will be introduced to a range of theories, concepts and principles which affect teaching and learning.

Learners will also deepen their understanding of the use of Blended Learning, with specific reference to the Step-Down Model and how Blended Learning can be used to support learners into mainstream education.

### **Module 10: Reflective practice and group process**

This module provides opportunities for learners to further explore reflective practice and group process. Learners will be guided through experiential learning sessions to develop their understanding of the key features of reflective practice, the roles and responsibilities involved in group process, how to prepare an environment for group process and facilitating a group practice session.

### **Module 11: Exploring developmental and relational trauma**

This module develops learners understanding of Developmental and Relational Trauma and associated impacts. Learners will explore additional perspectives and theories in the field of relational and developmental trauma. For example, learners will explore how attachment and development and different types of trauma; Adverse Childhood Experiences and toxic stress,

impact teaching and learning. Learners will be invited to evaluate the impact of trauma in relation to their setting.

### **Module 12: Exploring mental health and resilience**

This module builds on Module 5 and develops further learners' understanding of mental health, mental illness and resilience. Learners will explore further the risk factors related to mental illness and explore how to build protective factors to build resilience across a wider range of settings. Learners will use group process to reflect upon the impact of mental health and wellbeing within the context of teaching and learning. There will be an opportunity for learners to apply learning to strengthen protective factors in their own settings. Learners will reflect upon their own pedagogic practice in building personal resilience and resilience in others.

### **Module 13: Exploring relational work**

This module provides opportunities for learners to further explore relational work, including a wider range of theories around relational pedagogy and those that focus on positive relationships as underpinning all successful learning and teaching. Learners will apply their learning to their setting and evaluate the impact of any changes made to their practice.

### **Module 14: Exploring positive communication**

This module provides further insight to how behaviour is used as communication, why emotional literacy matters and a fuller understanding of the role and of Speech and Language Therapy in schools. When applying this, learners will be asked to evaluate its impact. Learners will also be asked to reflect upon their approach to communication and identify examples of how they can develop their use of language when engaging with learners and / or colleagues.

### **Module 15: Exploring Pupil Leadership Development as an intervention**

This module provides further exploration of Pupil Leadership Development as an intervention and how each of the components combine to deepen understanding of the importance of pupil leadership. Learners will apply Pupil Leadership Development to further their understanding of its contribution to the real meaning of inclusion and its central place in delivering progress on pupil pathways from entrance to employment.

The qualification is at level 3 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

<b>The learner...</b>	<b>The learner can...</b>
<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</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 learning about the therapeutic education setting.
- Current or recent (within last two years) experience of the therapeutic education setting, either as a member of staff or a parent/carer.
- Evidence of completion of introductory safeguarding training
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 6 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
- go on to further work to become a practitioner in a therapeutic educational setting
- further your studies in therapeutic education

## Section 2: Modules

### 2.1 Module List

#### Mandatory modules for the Award

Module title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
1. Introduction to child development	6	11
2. Principles of teaching and learning in a therapeutic classroom	9	12
3. Introduction to reflective practice and group process	3	5
4. Developmental and relational trauma	3	5
5. Mental health and resilience	3	5
6. Relational work and positive communication	6	10
7. Introducing pupil leadership development as an intervention	3	4
<b>Award Total</b>	<b>33</b>	<b>52</b>

#### Additional modules for the Certificate

Module title	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
8. Child development and neurodevelopment	9	23
9. Teaching and learning in a therapeutic classroom	6	13
10. Reflective practice and group process	3	8
11. Exploring developmental and relational trauma	3	8
12. Exploring mental health and resilience	3	5
13. Exploring relational work	3	8
14. Exploring positive communication	3	8
15. Exploring pupil leadership development as an intervention	3	8
<b>Certificate Total</b>	33 + 33 (Award) = <b>66</b>	81 + 52 (Award) = <b>133</b>

# TEGP-L3-Module 1

## Introduction to child development

<b>Ofqual unit code</b>	M/618/8401	<b>Guided Learning Hours (GLH)</b>	6
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	11

**Module aim** This module will support learners to understand the basics of typical child development by covering the main theories in this field. The module will also introduce learners to key components of neurodiversity. Learners will begin to develop an understanding of common neurodevelopmental conditions and sensory processing.

**Module rationale** This module should be taken first and introduces key stages of typical child development and neurodiversity and lays the foundation for the following modules on relational and developmental trauma, behavioural challenges and the requirements for a therapeutic approach.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance and typical stages of human development (birth to 25)	1.1 Explain key stages of typical development from birth to 25
	1.2 Describe what is meant by biomechanical, neurological and sensory development
	1.3 Outline key theories of psychological and emotional development
2. Understand the key components of neurodiversity	2.1 Explain the concept of neurodiversity
	2.2 Describe key features of two common neurodevelopmental conditions

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Explain key features of sensory processing	3.1 Describe the 7 sensory pathways
	3.2 Describe the key features of the 7 sensory processes

### Indicative content

#### 1. Importance and typical stages of human development

Topics include:

- Key stages of typical development from birth to 25
- Basic Biomechanical, Neurological and Sensory Development
- Basic principles and concepts of Psychological and Emotional Development theory including:
  - Bowlby and Attachment Theory
  - Freud Psychoanalytical Theory
  - Object Relations
  - 'Good Enough' Parenting Theory

#### 2. The key components of neurodiversity

Topics include:

- Theory and concept of neurodiversity
  - Exploring theory and concept of neurodevelopment
  - What is neurodiversity?
- Common neurodevelopmental conditions
  - Understanding Autism Spectrum Condition (ASC)
  - Understanding Pathological Demand Avoidance (PDA)
  - Understanding Attention Deficit Hyperactivity Disorder (ADHD)

#### 3. Key features of sensory processing

Topics include:

- What are the 7 senses?
- Understanding sensory pathways

## TEGP-L3-Module 2

### Principles of teaching and learning in a therapeutic classroom

<b>Ofqual unit code</b>	L/618/8406	<b>Guided Learning Hours (GLH)</b>	9
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	12

**Module aim** This module provides an introduction to a range of key areas which are important for the delivery of teaching and learning in a therapeutic classroom. Learners will develop a basic knowledge of the key principles as well as an understanding of the key concepts of blended learning this can be used in the therapeutic classroom.

**Module rationale** This module provides an introduction to some key areas which learners will need to know and understand in order to progress to further modules in this qualification.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of delivering teaching and learning in a therapeutic classroom	1.1 Describe the principles of a therapeutic approach to teaching and learning
	1.2 Explain why boundaries and expectations are fundamental to a therapeutic classroom
	1.3 Explain why play (at all ages and stages) is important in a therapeutic classroom
2. Understand Carl Rogers' theory of unconditional positive regard	2.1 Describe the key features of Carl Rogers' Theory of Unconditional Positive Regard
	2.2 Explain why Carl Rogers' theory of unconditional positive regard is important in the therapeutic classroom.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand factors that can contribute to a successful therapeutic classroom	3.1 Describe the impact of environment on teaching and learning
	3.2 Describe the importance of timetabling for a therapeutic classroom
	3.3 Explain the importance of positively re-framing language in a therapeutic classroom
4. Understand the key principles of the blended learning offer	4.1 Describe key features of the Blended Learning model
	4.2 Describe how blended learning can be used to support therapeutic education
	4.3 Discuss the appropriateness of available online resources for therapeutic education

### Indicative Content

#### 1. Principles of a Therapeutic Approach to Teaching and Learning

Principles include:

- A focus on wellbeing and personal development
- Supporting growth in self-confidence, self-esteem, and interpersonal relations

#### 2. Carl Rogers' Theory of Unconditional Positive Regard

Topics include:

- The meaning of unconditional positive regard (UPR)
- Why we need to develop UPR for all pupils

#### 3. Factors that contribute to a successful TC

Topics include:

- The classroom as a 'safe space'
- Stress-inducing environmental factors - introduction
- Predictability and consistency in timetabling
- Defining play and children's right to play
- Social, emotional and academic benefits of free play

- Why language matters
- Negative stereotyping labels and problem-saturated talk

#### **4. Key principles of blended learning**

Topics include:

- How the COVID-19 pandemic changed the learning journey in Therapeutic Education
- The difference between distance learning and blended learning
- Information on VLE, platforms and online resources and their differences
- Classroom delivery of blended learning
- Remote delivery of blended learning
- What makes an online resource appropriate for use in therapeutic education?
- Identifying technological resources available for a chosen purpose
- Evaluating resources according to pupils emotional and academic needs and the context of the learning

## TEGP-L3-Module 3

### Introduction to reflective practice and group process

**Ofqual unit code** R/618/8407 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 5

**Module aim** This module introduces learners to the principles of reflective practice and group process; the key features of reflective practice, the roles and responsibilities involved and the importance of group process and reflective practice.

**Module rationale** This module focuses on experiencing group process as the central means of developing best practice.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand key features of reflective practice	1.1 Describe the purpose of self-reflection in relation to self-awareness
	1.2 Explain how reflective practice can support improvement in how we learn and work
	1.3 Describe the key components of the Kolb (1984) Reflective Cycle
2. Understand the intention of and approach to group process	2.1 Describe different purposes of group process
	2.2 Describe different scales of group process
	2.3 Explain the approach to and value of recording or evidencing group process

Learning outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
3. Demonstrate the importance of group process	3.1 Participate in a group process session
	3.2 Describe the importance of group process in improving ways to work and learn

### Indicative content

#### 1. Key features of reflective practice

Topics include:

- Self-awareness
- How reflective practice can improve ways of learning and working
- Key features of the Kolb (1984) Reflective Cycle

#### 2. Roles in facilitating group process

Topics include:

- Group process for different purposes
- Group process at different scales (Class, Whole-school, staff)
- Why it is important to record and evidence sessions

#### 3. Reflect on the importance of group process

Topics include:

- Reflecting on the importance of group practice to a given session

## TEGP-L3-Module 4

### Developmental and relational trauma

**Ofqual unit code** Y/618/8408 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 5

**Module aim** This module introduces key theories and research findings in the field of relational and developmental trauma. Learners will be introduced to theories underpinning attachment and development, distinguishing different types of trauma, Adverse Childhood Experiences (ACEs), the impact of toxic stress and the impact of trauma.

**Module rationale** The module provides a baseline understanding of why we need to use therapeutic education strategies. It will enable learners to understand the impact of trauma on school life.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand key theories associated with relational and developmental trauma	1.1 Explain the difference between developmental and relational trauma
	1.2 Explain the differences between complex and acute trauma
2. Understand theories underpinning attachment and development	2.1 Explain the origins of attachment theory
	2.2 Explain the difference between healthy attachment across lifespan and healthy development across lifespan

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand what is meant by Adverse Childhood Experiences (ACEs)	3.1 Describe the key features of the original ACES study
	3.2 List examples of Adverse Childhood Experiences
	3.3 Describe the impact of Adverse Childhood Experiences
4. Understand the impact of toxic stress and trauma on school life	4.1 Explain what is meant by toxic stress
	4.2 Describe the impact of toxic stress on development
	4.3 Give examples of the differences in impact between trauma in childhood and trauma in adulthood
	4.4 Describe what is meant by protective factors and positive outcomes

### Indicative content

#### 1. Theories underpinning attachment and development

Topics include:

- Origins of Attachment Theory
- Healthy attachment across the lifespan
- Healthy development across the lifespan

#### 2. Different types of trauma

Topics include:

- Differences between acute and complex trauma
- What is relational trauma?
- What is developmental trauma?

#### 3. Adverse Childhood Experiences (ACEs)

Topics include:

- The original ACEs Study

#### **4. The impact of toxic stress**

Topics include:

- What is toxic stress?
- The impact of toxic stress on development
- Understanding the Fight-Flight-Freeze response

#### **5. The impact of trauma across the lifespan**

Topics include:

- The impact of trauma in childhood and adolescence
- The impact of trauma in adulthood
- Protective factors and positive outcomes

## TEGP-L3-Module 5

### Mental health and resilience

**Ofqual unit code** D/618/8409 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 5

**Module aim** This module supports learners in developing an understanding of mental health, mental illness and resilience. Learners will be introduced to the concept of risk factors related to mental illness and protective factors that can help build resilience. Learners will use group process to reflect on mental health and wellbeing. Learners will consider opportunities they can create to support the development of protective factors.

**Module rationale** Learners need a basic understanding of the role of mental health and resilience in the context of therapeutic education.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand key principles of mental health and wellbeing	1.1 Describe what is meant by a mental health continuum and spectrum
	1.2 Describe what is meant by a social model of mental health
	1.3 Explain the importance of mental wellbeing in school
2. Understand key features of mental illness	2.1 List risk factors associated with mental health
	2.2 Describe key features of anxiety, depression and psychosis
	2.3 List similarities and differences between anxiety, depression and psychosis

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Explain the concept of resilience	3.1 Describe what is meant by resilience in relation to mental health
	3.2 Describe protective factors that support resilience in relation to mental health
	3.3 Explain what can be done to build resilience.
	3.4 Reflect on own mental health and resilience

### Indicative content

#### 1. Key principles of mental health and wellbeing

Topics include:

- Mental health as a spectrum or continuum
- Exploring a social model of mental health
- Wellbeing in school

#### 2. Key features of mental illness

Topics include:

- Risk factors
- Understanding anxiety
- Understanding depression
- Understanding psychosis

#### 3. Concept of resilience

Topics include:

- What is resilience?
- Exploring protective factors (individual, familial, community, societal)

## TEGP-L3-Module 6

### Relational work and positive communication

<b>Ofqual unit code</b>	R/618/8410	<b>Guided Learning Hours (GLH)</b>	6
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	10

**Module aim** This module provides an introduction to relational work, in particular the concepts and theories of relational pedagogy and positive communication, and the principle that positive relationships and communication are at the heart of the school setting and are seen as underpinning all successful learning and teaching. Learners will consider why we communicate the way we do, how behaviour is used as communication, why emotional literacy matters and to the role of Speech and Language Therapy in schools. Learners will consider potential adaptations to their own use of language, and that of others, in their settings.

**Module rationale** This module provides an introduction to the relational pedagogical approach which learners will need to know and understand in order to progress to further modules in this qualification, and to use group process to reflect on relationships in the classroom.

Learners need to understand principles of positive communication in order to effectively work in or support therapeutic education.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of relationships in the classroom	1.1 Describe why the teacher-pupil relationship matters
	1.2 Describe the impact of relationships on the quality of teaching and the learners' ability to learn

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
2. Understand the concept of relational pedagogy	2.1 Describe what is meant by relational pedagogy
	2.2 Explain why education, teaching and learning are relational processes
	2.3 Describe what is meant by 'relationships as the language and technology of teaching'
	2.4 Identify behaviours and activities (practices) that can help build positive relationships in the classroom
3. Understand how humans communicate and how behaviour is used as communication	3.1 Describe different ways in which humans communicate
	3.2 Describe what is meant by expressive and receptive communication
	3.3 Explain how language development takes place across the lifespan
4. Understand the importance of emotional literacy	4.1 Define emotional literacy
	4.2 Explain why emotional literacy is important
5. Understand the role of Speech and Language Therapy (SaLT) in schools	5.1 Describe the role of Speech and Language Therapy in schools
	5.2 Explain why Speech and Language Therapy is important in schools
	5.3 Explain how to access Speech and Language Therapy for learners

## **Indicative content**

### **1. The Importance of relationships in the classroom**

Topics include:

- Why pupil-teacher relationships matter
- The impact of relationships on the quality of teaching and pupils' ability to learn

### **2. The concept of relational pedagogy**

Topics include:

- Defining 'pedagogy'
- Education, teaching and learning as relational processes
- Relationships as the language and technology of teaching

### **3. How humans communicate**

Topics include:

- Methods of communication
- Expressive and receptive communication
- Language development across the lifespan

### **4. The importance of emotional literacy**

Topics include:

- What is emotional literacy?
- Why does it matter?

### **5. The role of Speech and Language Therapy (SaLT) in schools**

Topics include:

- What is SaLT?
- Why is it important in schools?
- How SaLT is accessed

## TEGP-L3-Module 7

### Introducing pupil leadership development as an intervention

**Ofqual unit code** Y/618/8411 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 4

**Module aim** This module provides an introduction to the theory of pupil leadership development as an intervention. It gives details of each component and how they all help to deliver the key messages of the importance of pupil leadership.

**Module rationale** This module highlights the critical nature of pupil leadership in the wider personal development and academic success of each pupil. It provides fundamental information in order to understand the therapeutic approach.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the key elements of the theory of pupil leadership development and an intervention	1.1 Describe the 4 key components of pupil leadership development as an intervention
	1.2 Describe how staffing structures can support pupil leadership development
2. Understand the concept of occupational deprivation and wider common limitations in pupils' aspirations	2.1 Describe key features of the concept of occupational deprivation
	2.2 Identify common limitations to pupils' aspirations
3. Understand labels that can be attached to/by pupils and the impact of the negative connotations	3.1 Describe common labels used and how they are used
	3.2 Describe the intended and unintended impacts of labels

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
4. Understand the benefits of pupil leadership development	4.1 Identify ways in which pupil leadership development has been implemented
	4.2 Identify benefits of pupil leadership development for a school

### Indicative Content

#### 1. The theory of Pupil Leadership Development as an Intervention

Topics include:

- The 4 key components – leadership, independent skills, future options and empowerment
- How staffing structures can support Pupil Leadership Development
- The concept of Entrant to Employment
- Leadership Week
- Leadership Councils
- Programme Pathways for all pupils

#### 2. Occupational Deprivation

Topics include:

- What is Occupational Deprivation?
- Common limitations to pupils' aspirations

#### 3. Labels

Topics include:

- Introduce common labels
- Discuss the use of labels
- Consider the impact of labels

## TEGP-L3-Module 8

### Child development and neurodevelopment

<b>Ofqual unit code</b>	D/618/8412	<b>Guided Learning Hours (GLH)</b>	9
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	23

**Module aim** This module will support learners to explore a wider range of the main theories and research findings in the field of child development and neurology. Through reviewing theories and research findings, learners will broaden their understanding of neurodevelopment and conditions. Learners will consider atypical child development and neurodiversity within their own settings.

**Module rationale** This module looks further into the typical child development stages and neurodiversity and will provide a broader foundation for the following modules covering relational and developmental trauma and neurodiversity and pedagogic practice.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance and stages of pre-natal development	1.1 Describe the stages of pre-natal development
	1.2 Explain how environmental factors can impact upon the parent of the unborn child
	1.3 Explain the importance of pre-natal development
	1.4 Explain why it is important to consider neurodiversity when developing teaching and learning strategies
2. Understand how psychological and emotional development theory can be applied to teaching and learning	2.1 Discuss the relevance of psychological and emotional development theories to approaches to teaching and learning

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand the impact of biomechanical, neurological and sensory development on teaching and learning	3.1 Describe examples of atypical biomechanical, neurological and sensory development
4. Understand the impact of atypical child development	4.1 Give two examples of atypical child development and explain the impact of each
5. Be able to accommodate atypical child development and neurodiversity in the therapeutic classroom	5.1 Plan a session which takes account of students who have experienced atypical development and neurodiversity
	5.2 Evaluate the effectiveness of own approach to planning the session in taking account of students' needs

**Additional assessment information**

This module can be delivered through a mixture of internal and external training.

**1. Importance and stages of pre-natal development**

Topics include:

- Development within the womb
- Impact of environmental factors on parent of unborn child

**2. Relevance of Basic Psychological and Emotional Development theory to teaching and learning**

Topics include:

- Application of the following theories in a therapeutic classroom environment
  - Freud Psychoanalytical Theory
  - Object Relations
  - Bowlby and Attachment Theory
  - 'Good Enough' Parenting Theory

### **3. Examples of atypical biomechanical:**

Topics include:

- Specific atypical gross motor skills developments
- Specific atypical fine motor skills developments
- Quality of movement in the context of different environments
- The vicious cycle of atypical development / altered biomechanics leading to further alterations/delays
- Exercises/activities that contribute to development

### **4. Atypical Child Development**

Topics include:

- Delay in or absence of
  - Physical (Sitting, standing, walking, cycling, balancing etc)
  - Motor (Grabbing at toys, unbuttoning coat etc)
  - Cognitive (Object permanence, strong ego etc)
  - Language (Laughter, recognising common objects in pictures etc)
  - Social (movement from parent being central to Taking turns in groups and knowing names etc)

### **5. Incorporating atypical development into teaching and learning**

Topics include:

- Therapist/Teacher partnerships in planning, delivering and evaluating learning experiences
- The application of
  - Exercises & activities that contribute to development e.g physical devt.
  - Technical / IT support
  - Adult support
  - Adapted toys/resources
  - Pre-teaching
  - Repetition of pre-requisite skills

Adapted environments to promote / accelerate development

## TEGP-L3-Module 9

### Teaching and learning in a therapeutic classroom

<b>Ofqual unit code</b>	H/618/8413	<b>Guided Learning Hours (GLH)</b>	6
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	13

**Module aim** This module builds upon module 2 and broadens learners' understanding of applying the key principles that are important for the delivery of teaching and learning in a therapeutic classroom. Learners will be introduced to a range of theories, concepts and principles which affect teaching and learning.

Learners will also deepen their understanding of the use of blended learning, with specific reference to the step-down model and how blended learning can be used to support learners into mainstream education.

**Module rationale** This module will provide a broader introduction to a variety of key areas which learners will need to know and understand in order to fully engage with other modules in this qualification.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Apply principles of a therapeutic approach to teaching and learning	1.1 Design a session for a group of learners that embeds the principles of the Therapeutic Classroom, including: <ul style="list-style-type: none"> <li>celebrating diversity</li> <li>how to relate to learners</li> <li>maximising the holistic opportunities to create agency and responsibility</li> </ul>
	1.2 Explain how potential challenges for delivering the proposed session plan might be overcome
2. Apply Carl Rogers' theory of unconditional positive regard to the therapeutic classroom	2.1 Explain how the key principles of Carl Rogers' theory of unconditional positive regard can be embedded in a therapeutic classroom setting

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand how to create boundaries and expectations which are fundamental to a therapeutic classroom	3.1 Explain how effective boundaries and expectations can be established in a therapeutic classroom
4. Apply strategies for achieving positive impact in the therapeutic classroom.	4.1 Give examples of benefits of using praise and shame.
	4.2 Give examples showing the importance of environment for teaching and learning
	4.3 Give examples of positively reframing language
	4.4 Design a session which incorporates the social, developmental and emotional benefits of play
5. Understand how blended learning approaches support therapeutic education	5.1 Explain how the step down model supports progression into mainstream education, within the context of blended learning
	5.2 Explain how online delivery supports the delivery of therapeutic sessions
	5.3 Give an example of how the blended learning offer has supported progression into mainstream education

### Indicative Content

#### 1. Principles of a Therapeutic Approach to Teaching and Learning

Application of principles including:

- A holistic approach that encourages agency and responsibility
- Creating a culture that celebrates diversity and cultural differences
- How adults relate to learners is viewed as more important than what is taught

#### 2. Carl Rogers' Theory of Unconditional Positive Regard

Topics include:

- How unconditional positive regard (UPR) can be embedded in a therapeutic classroom setting
- Examples of UPR in the classroom

### **3. Boundaries and expectations as fundamental to a Therapeutic Classroom**

Topics include:

- Further study of why it is important for educators to set boundaries?
- Further examples of effective boundary setting
- Determining expectations

### **4. Strategies for achieving positive impact**

Topics include:

- The benefits of using Praise and Shame
- The importance of the environment for teaching and learning including:
  - Applying knowledge of the classroom as a 'safe space'
  - Stress-inducing environmental factors - mitigation
  - Re-modelling the classroom: creating the right environment for learning to occur
- Positively re-framing language in a TC including:
  - Applying understanding of negative stereotyping labels and problem-saturated talk
  - Examples of language alternatives
- The importance of play including:
  - Social, emotional and academic benefits of free play
  - Play as a form of communication

### **5. How blended learning supports therapeutic education**

Topics include:

- Further exploration of VLE, platforms and online resources and their differences
- Exploring mitigation for barriers to delivering the Blended Offer
- Applying understanding of classroom blended offer delivery
- Applying understanding of remote blended offer delivery
- Evaluation of methods to enhance engagement through feedback and communication
- Evaluation of knowledge of how the blended offer can reengage pupils and can aid Step-Down
- Applying knowledge of what makes an online resource appropriate for use in therapeutic education?
- Identifying further technological resources available for a chosen purpose
- Further evaluation of resources according to pupils emotional and academic needs and the context of the learning

## TEGP-L3-Module 10

### Reflective practice and group process

**Ofqual unit code** K/618/8414 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 8

**Module aim** This module provides opportunities for learners to further explore reflective practice and group process. Learners will be guided through experiential learning sessions to develop their understanding of the key features of reflective practice, the roles and responsibilities involved in group process, how to prepare an environment for group process and facilitating a group process session.

**Module rationale** This module focuses on experiencing group process as the central means of developing best practice.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Apply the key features of reflective practice	1.1 Describe how reflective practice can improve pedagogic practice
	1.2 Reflect on an area of own professional practice
	1.3 Facilitate a reflective practice session for a pupil or colleague
2. Understand how group process operates	2.1 Prepare an appropriate environment for group process
	2.2 Experience the role of the observer, participant and facilitator in group process
	2.3 Reflect on the experience of group process for you and the group

### **Additional Requirements for Delivery and Assessment**

This module will be delivered by a trained facilitator and will include an Initial introduction and experience of group process. This will be followed by the opportunity for learners to experience group process on at least five occasions in school.

Learners will record/be observed during the sessions and reflect on their experience.

Learners will make a presentation to the group reflecting on their learning over this module.

#### **1. Application of reflective practice**

Topics include:

- How reflective practice can improve pedagogical performance
- Reflecting on own professional practice
- Facilitating a reflective practice session for a colleague or student

#### **2. How group process operates**

Topics include:

- Preparing an appropriate environment
- Experiencing the roles in group process
- Facilitating a session for an identified group (this could be students, colleagues or another group that is identified by the learner)
- Reflecting on the session using Gibbs Model of Reflection

## TEGP-L3-Module 11

### Exploring developmental and relational trauma

**Ofqual unit code** M/618/8415 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 8

**Module aim** This module develops learners understanding of developmental and relational trauma and associated impacts. Learners will explore additional perspectives and theories in the field of relational and developmental trauma. For example, learners will explore how attachment and development and different types of trauma; Adverse Childhood Experiences and toxic stress, impact teaching and learning. Learners will be invited to evaluate the impact of trauma in relation to their setting.

**Module rationale** The module provides opportunities for learners to apply concepts, research and theories in the field of relational and developmental trauma to the therapeutic classroom setting and their own practice.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how different types of trauma impact on teaching and learning	1.1 Describe the impact of attachment and development on teaching and learning
	1.2 Describe the impact of Adverse Child Experiences on teaching and learning
	1.3 Describe the impact of toxic stress on teaching and learning

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
2. Understand how the therapeutic setting supports students who have experienced trauma	2.1 Explain the value of the therapeutic setting for students who have experienced trauma
	2.2 Describe strategies for planning teaching and learning sessions which can take account of different types of trauma
	2.3 Give examples from own experience of how the therapeutic classroom has a positive impact for students who have experienced trauma

### Indicative content

#### 1. How different types of trauma impact on teaching and learning

Topics include:

- Further research into Attachment Theory
- Applying understanding of healthy attachment across the lifespan
- Applying understanding of healthy development across the lifespan
- Applying understanding of relational trauma
- Applying understanding of developmental trauma
- Applying understanding of ACEs
- Applying understanding of the impact of toxic stress on development
- Understanding the Fight-Flight-Freeze response

#### 2. How the therapeutic setting supports students who have experienced trauma

Topics include:

- The value of the therapeutic setting
- Strategies for planning teaching and learning
- Understanding how the therapeutic setting can have a positive impact including:
  - The factors that contribute to a positive impact
  - What a positive impact looks like for the student

## TEGP-L3-Module 12

### Exploring mental health and resilience

<b>Ofqual unit code</b>	T/618/8416	<b>Guided Learning Hours (GLH)</b>	3
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	8

**Module aim** This module builds on Module 5 and develops further learners' understanding of mental health, mental illness and resilience. Learners will explore further the risk factors related to mental illness and explore how to build protective factors to build resilience across a wider range of settings. Learners will use group process to reflect upon the impact of mental health and wellbeing within the context of teaching and learning. There will be an opportunity for learners to apply learning to strengthen protective factors in their own settings. Learners will reflect upon their own pedagogic practice in building personal resilience and resilience in others.

**Module rationale** Learners need a basic understanding of the role of mental health and resilience in the context of therapeutic education.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand risk factors associated with mental health	1.1 Explain the importance of risk factors in assessing mental health and wellbeing for students
	1.2 Explain how risk factors can be taken into account when planning teaching and learning
2. Understand how to build resilience in teaching and learning	2.1 Describe strategies for building resilience in teaching and learning
	2.2 Describe how to incorporate protective factors into teaching and learning
	2.3 Reflect on how you have built resilience in own practice and in others

<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>  3. Use group process to reflect upon mental health and wellbeing	<b>The learner can:</b>  3.1 Plan and facilitate a group process session which focusses on mental health and wellbeing  3.2 Reflect on the group process session for supporting mental health and wellbeing in yourself and others

### **Indicative content**

#### **1. Risk factors associated with mental health and wellbeing**

Understanding of the importance of risk factors including:

- childhood abuse, trauma, or neglect.
- social isolation or loneliness.
- experiencing discrimination and stigma.
- social disadvantage, poverty or debt.
- bereavement (losing someone close to you)
- severe or long-term stress.

#### **2. Building resilience**

Topics include:

- Understanding how to build resilience in self and others
- Further exploration of the protective factors (individual, familial, community, societal)
- Being able to reflect on resilience in self and others (e.g through group process)

#### **3. Using group process to reflect on mental health and resilience**

Topics include:

- Planning and facilitating a group process session
- Reflecting on the session

## TEGP-L3-Module 13

### Exploring relational work

**Ofqual unit code**      A/618/8417      **Guided Learning Hours (GLH)**      3

**Module level**      3      **Total Qualification Time (TQT)**      8

**Module aim**      This module provides opportunities for learners to further explore relational work, including a wider range of theories around relational pedagogy and those that focus on positive relationships as underpinning all successful learning and teaching. Learners will apply their learning to their setting and evaluate the impact of any changes made to their practice.

**Module rationale**      This module provides wider study on the relational pedagogical approach which learners will need to know and understand in order to progress to further modules in this qualification.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand a range of theories around relational pedagogy	1.1 Describe key theories of relational pedagogy
	1.2 Explain why these theories are important in a therapeutic setting
2. Understand a range of theories around positive relationships	2.1 Describe key theories of positive relationships
	2.2 Explain why these theories are important in a therapeutic setting
3. Apply relational pedagogical practice in a therapeutic classroom	3.1 Give examples of applying relational pedagogical practice in own practice
	3.2 Reflect on own practice and development in relational pedagogy

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
4. Demonstrate positive relationships in a therapeutic classroom	4.1 Give examples of demonstrating positive relationships in own practice
	4.2 Reflect on own practice and development in positive relationships

### Indicative content

#### 1. Theories of relational pedagogy

Topics include:

- Approaches to relational pedagogy
- Understanding the importance of education, teaching and learning as relational processes
- Understanding the importance of relationships as the language and technology of teaching

#### 2. Positive relational practices in the classroom

Topics include:

- Approaches to positive relational practices in a classroom environment and why these are important including:
  - Understanding that every interaction is an intervention
  - Understanding of connection before content; connection before correction
  - How to shift from a punitive approach to a restorative approach

#### 3. and 4. Demonstrating relational pedagogical practice and positive relationships

Topics include:

- Examples of applying relational pedagogical practice in own practice
- Examples of demonstrating positive relationships in a therapeutic classroom setting
- Being able to reflect on own practice and development in relational pedagogy and positive relationships

## TEGP-L3-Module 14

### Exploring positive communication

**Ofqual unit code** F/618/8418 **Guided Learning Hours (GLH)** 3

**Module level** 3 **Total Qualification Time (TQT)** 8

**Module aim** This module provides further insight to how behaviour is used as communication, why emotional literacy matters and a fuller understanding of the role and of speech and language therapy in schools. When applying this, learners will be asked to evaluate its impact. Learners will also be asked to reflect upon their approach to communication and identify examples of how they can develop their use of language when engaging with learners and / or colleagues.

**Module rationale** This module builds on the introductory module by providing learners with opportunities to apply and evaluate their understanding of communication.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how behaviour is used as communication	1.1. Describe how behaviour can be used as a form of communication to identify unmet: <ul style="list-style-type: none"> <li>Physical needs</li> <li>Emotional needs</li> <li>Sensory needs</li> </ul>
2. Understand how to apply emotional literacy in teaching and learning	2.1 Give examples of how emotional literacy can be used in teaching and learning
	2.2 Evaluate the effectiveness of different uses of emotional literacy

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand how speech and language therapy is used in teaching and learning	3.1 Give examples of how speech and language therapy can be used in teaching and learning
	3.2 Evaluate the benefits of speech and language therapy
4. Understand own uses of communication	4.1 Reflect on own uses of communication in teaching and learning
	4.2 Explain how own communication skills can be improved and the impact this would have

### Indicative content

#### 1. How behaviour is used as communication

Topics include:

- How it can be used as a form of communication to identify unmet physical needs
- How it can be used as a form of communication to identify emotional needs
- How it can be used as a form of communication to identify sensory needs

#### 2. Applying emotional literacy in teaching and learning

Topics include:

- How emotional literacy can be used in teaching and learning
- Evaluating different uses of emotional literacy including:
  - Connecting on an emotional level
  - Focussing on feelings
  - Expressing feelings
  - Face to face contact

#### 3. The role of Speech and Language Therapy (SaLT) in schools

Topics include:

- How SaLT is used in teaching and learning
- Evaluating the benefits of SaLT

#### 4. Own uses of communication

Topics include:

- Reflecting on own uses of communication (e.g. through group process)

## TEGP-L3-Module 15

### Exploring pupil leadership development as an intervention

<b>Ofqual unit code</b>	J/618/8419	<b>Guided Learning Hours (GLH)</b>	3
<b>Module level</b>	3	<b>Total Qualification Time (TQT)</b>	8

**Module aim** This module provides further exploration of Pupil Leadership Development as an intervention and how each of the components combine to deepen understanding of the importance of pupil leadership. Learners will apply Pupil Leadership Development to further their understanding of its contribution to the real meaning of inclusion and its central place in delivering progress on pupil pathways from entrance to employment.

**Module rationale** This module examines further the critical nature of pupil leadership in the wider personal development and academic success of each pupil and provides learners with the opportunity to reflect on what it means for both the students and their own practice.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how pupil leadership development supports pupils to overcome barriers	1.1 Identify ways of supporting pupils to overcome apparent barriers to success
	1.2 Explain the role of the learner voice in supporting learners to overcome barriers
	1.3 Explain why it is important to broaden learners' understanding of the world
2. Understand the importance of the contribution of peer mentoring as part of the therapeutic approach	2.1 Describe the purpose and intention of peer mentoring
	2.2 Explain how to implement peer mentoring in the classroom / educational setting

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
3. Understand the importance of student leadership, voice and participation	3.1 Describe ways in which student participation can be measured
	3.2 Describe own school's approach to developing learners' leadership, voice and participation
4. Reflect on the impact of pupil leadership development	4.1 Reflect on the impact of pupil leadership development on own practice
	4.2 Reflect on the impact of pupil leadership development on students

**Indicative content**

**1. How Pupil Leadership Development supports pupils to overcome apparent barriers**

Topics include:

- Pupil voice – the importance of being proactive in providing opportunities
- The importance of broadening every pupils' understanding of the world – enrichment and beyond
- Reflect on staff's own understanding of the world and how this contributes to apparent barriers

**2. Peer Mentoring**

Topics include:

- How can peer mentoring improve attendance, engagement, attainment and self-esteem?
- What does Peer Mentoring look like – in the classroom and in the wider school?
- How to implement Peer Mentoring

**3. The importance of Pupil Leadership, Voice and Participation**

Topics include:

- Hart's Participation Ladder
- School Processes for Leadership, Voice and Participation

**4. Reflecting on the impact of Pupil Leadership Development**

Topics include:

- Reflection activities for self, colleagues and students (e.g. through group process)

## 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 process, discussion and interaction as well as individual contributions

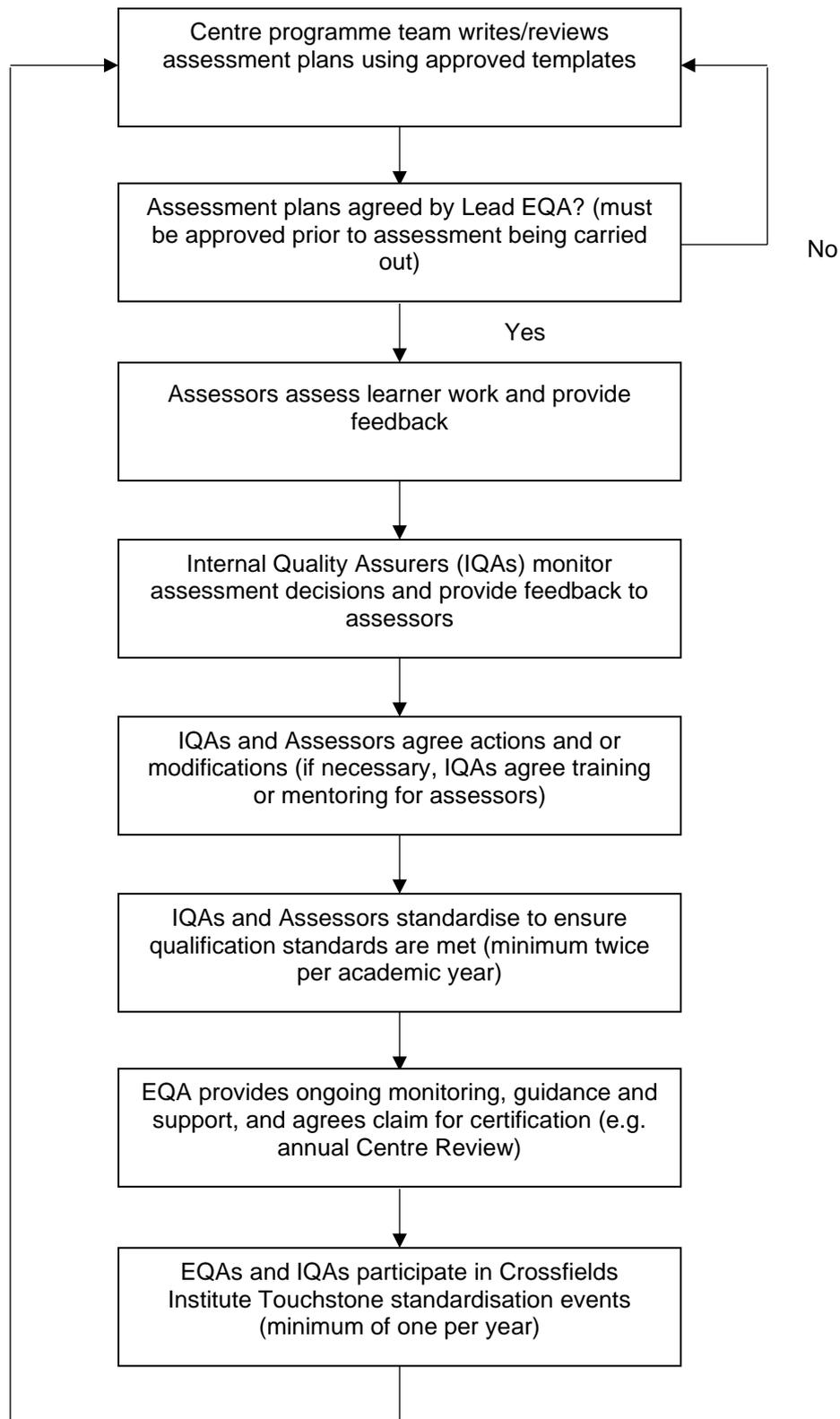
For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook ([www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)).

### 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 organisations such as Educare, NSPCC or specialist therapeutic education 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 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](http://www.crossfieldsinstitute.com/resources)

## Appendix 1: Resource and book list

### Recommended Reading

Name	Title	ISBN
Beith, K., Baker, B., Griffin, S., Byers, E., Lidgate, W., Marshall, H., Dunkley, A. and Burnham, B	Children's Learning and Development Early Years Educator: Edexcel Level 3 Diploma (WBL L3 Diploma Early Years Educator). 2014 Pearson Education Ltd	
Neaum, S.	Child development for early years students and practitioners. 2019 Learning Matters	
Flood E.	Child Development. 2013 Gill & MacMillan	
Vargo, F.E.	Neurodevelopmental disorders: A definitive guide for educators. 2015 WW Norton & Company.	
Koomar, J., Kranowitz, C., Szklut, S. and Balzer-Martin, L.	Answers to questions teachers ask about sensory integration: Forms, checklists, and practical tools for teachers and parents. 2001 Future Horizons.	
Bombèr, L.M.	Know Me to Teach Me: Differentiated Discipline for Those Recovering from Adverse Childhood Experiences: the Latest Neuroscience Applied and Made. 2020 Worth Publishing Limited.	
Briggs, M. and Hansen, A.	Play-based learning in the primary school. 2012 Sage Publications	
Bozarth, J.	Unconditional positive regard. The handbook of person-centred psychotherapy and counselling, pp.182-193. 2007	
Kolb, D. A.	Experiential Learning: Experience as the Source of Learning and Development. 1984 Prentice Hall.	
Bowlby, J.	A secure base: Parent-child attachment and healthy human development. 1990.	
Bombèr, L. M.	Inside I'm hurting practical strategies for supporting children with attachment difficulties in schools. 2007 Worth Publishing.	
Golding, K. S.	Nurturing attachments: Supporting children who are fostered or adopted. 2008 Jessica Kingsley Publishers.	
Burton, M., Pavord, E. and Williams, B.	An introduction to child and adolescent mental health. 2014. Sage.	
Lundgaard, P.	Developing Resilience in Children and Young People: A Practical Guide. 2018 Routledge.	
Geddes, H.	Attachment in the Classroom: A Practical Guide for Schools. 2006.	

Name	Title	ISBN
Carpenter, B., Geddes, H., Nash, P., Cahill, J., Satchwell-Hirst, M., de Thierry, B., Wilson, P., Rose, J., Gus, L., Wood, F. and Clifford, T.	Attachment and emotional development in the classroom: Theory and practice. 2017 Jessica Kingsley Publishers.	
Whiteford, G.	Occupational Deprivation: Global Challenge in the New Millennium. 2000 British Journal of Occupational Therapy, 63(5) pp200-204.	
Roberts. D.	Empowering Generation Z: How and why leadership opportunities can inspire your students. 2017 John Catt Educational Ltd.	
Starr, J.	The Mentoring Manual: Your step by step guide to being a better mentor. 2014 Pearson Business.	

### Recommended Resources

Name	Title	ISBN
Sherrington, T.	Principles for Remote Instruction: Notes from a TLAC Masterclass Cambridge Schools. 2021.	

### Recommended Websites

Minaeian, J, (2020) Supporting Learners with Special Educational Needs Online.	<a href="https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-during-covid-19/special-educational-needs/">https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-during-covid-19/special-educational-needs/</a>
Harvard University – Teach Remotely Best Practices: Online Pedagogy.	<a href="https://teachremotely.harvard.edu/best-practices">https://teachremotely.harvard.edu/best-practices</a>