V-Level in Education

Vision statement-

Education V-Level at Ridgewood School aims to equip students with a broad and varied knowledge of the education sectors at all ages.

Intent-

This course explores the principles and practices that underpins how people learn and develop across different life stages. Students will understand key theories of learning, behaviour and development. They will investigating the role of teachers, support staff and wider professionals and examine different educational settings for a range of ages across all life stages. Students will develop and understanding of inclusion, diversity and safeguarding in education and why this is important. Students will spend time analysing factors that influence learning, such as environments, culture and policy and will begin to apply knowledge to real-life scenarios and case studies.

The course aims to provide students with the knowledge and skills required to meet the needs of individuals in a variety of settings, while developing key professional qualities such as empathy, communication, resilience, and respect for diversity. Students will also explore how practitioners can challenge discrimination and promote equality, inclusion, and positive outcomes for all. The units studied provide students with a broad range of knowledge and practical experiences that prepare them for further study or employment within the sector. The curriculum is designed to optimise opportunities for students to apply theoretical knowledge to real-life contexts and professional practice. The course includes a combination of internally assessed coursework and externally assessed examination units. These are sequenced to build upon one another, allowing students to develop their understanding progressively throughout the programme. This approach enables students to embed their knowledge, develop practical and analytical skills, and apply their learning confidently through a balanced and manageable assessment structure. Through studying this curriculum, students develop into reflective, knowledgeable, and responsible individuals who are well prepared for higher education, apprenticeships, or careers within the education sector.

Why study Education at The Sixth Form at Ridgewood?

- Studying the Education V Level will provide an introduction to the different sectors and how people learn in different life stages.
- It is for students who are interested in learning about the working sectors in education as part of a balanced study programme. It is equivalent to one A level.
- The qualification supports access to a range of higher education courses.
- We are a well experienced team made up of specialist teachers from a range of variety of different backgrounds with extensive experience.
- You will investigate the role of teachers, support staff and wider professionals.
- We are able to work collaboratively with colleagues from different settings along with colleagues from universities.

What topics will I study in this subject?

Topic	What this means
WRP1: Plan well-structured learning sessions which promote learning and include opportunities to measure that learning has taken place	You will learn about the following: • The strengths and limitations of different pedagogical approaches when planning learning sessions to promote learning • Types of strategies for learning used • Types of learning environments in which learning sessions can take place and the requirement for these environments to be inclusive • Types of learning resources to consider when planning a learning session • How to set specific learning objectives and success criteria for a learning session • The components of a well-structured learning session • Information needed to plan learning sessions and the relevance of this information • The purpose of different assessment methods used to demonstrate measurable progress in a learning session • How and why setting specific learning objectives supports the measurement of students' progress against developmental and learning expectations • The ways in which cognitive, physical, social and emotional development in children and young people influence learning in educational settings • How different types of learning activities influence students' learning and their progress over time • How different environments and resources can be used to promote learning and maximise student progress 8 • The difference between formative and summative assessment and the use of these to measure progress
WRP2: Propose how to communicate purposefully with parents, families, carers and other professionals to improve outcomes for students	You will learn about the following: • The different individuals and professionals that educators interact with • The role of different agencies and professionals: • Communication techniques used to communicate purposefully: verbal, visual, written methods and use of technology • The ways to adapt style and tone of communication to suit the audience: using non-technical language, avoiding use of jargon, volume of speech, and adopting a formal or informal tone • The principles of effective communication: being clear, being concise, being courteous, and providing comprehensive information • The ways to demonstrate active listening to communicate purposefully • The different non-verbal communication techniques: body language, facial expression, eye contact, posture, personal space and professional appearance

	• Potential barriers to effective communication and how to overcome these barriers • How to adhere to the legal requirements relating to confidentiality of information: the Data Protection Act 2018 • The role of the legal requirements in relation to safeguarding and the exceptions to confidentiality to protect students and colleagues. • How and why establishing and maintaining collaborative ways of working with parents, families or carers, colleagues and other organisations supports improved learning outcomes • • Why it is important to identify the context of communication; who the communication is with, where the communication takes place, how the communication takes place and any relevant prior communication or background • How to use and adapt communication techniques to suit audience needs
WRP3: Recommend adaptations to learning sessions to promote inclusion, access, participation and progress	You will learn about the following: • The principles of inclusive design in learning sessions to support the widest possible range of students including those with different abilities, languages, ages and cultures • The importance of consistently applying inclusive design in all learning sessions to ensure all students are able to access, participate in and benefit from the session • Strategies used to ensure sessions are inclusive, including offering choice and autonomy, presenting information in different ways, clarifying vocabulary, providing scaffolding, varying teaching methods, varying ways in which students provide responses, making use of different media, making use of tools and assistive technology, identifying and removing physical and pedagogical barriers, providing necessary resources and support • Potential barriers to inclusion in learning sessions: resource availability, lack of training, physical and environmental factors, language differences and attitudes of managers, teachers, and peers he contribution of guidance and frameworks in promoting inclusion including the Early Years Foundation Stage, SEND code of practice, Equality Act 2010, Education Endowment Foundation and Universal Design for Learning (UDL)
WRP4: Plan for and carry out risk assessments for learning activities in two contrasting learning environments to ensure safe delivery of learning	You will learn about the following: • Planning requirements to carry out a risk assessment: producing risk assessment documentation, identifying when risk assessment should take place, identifying time required to complete risk assessment and identifying any required resources • The steps in the risk assessment process: identifying hazards, risk identification, risk management - who is at risk, likelihood of harm, and severity of harm, implementing controls, documenting and reviewing • Two contrasting learning environments: indoor environment and an outdoor environment • Main hazards in an indoor learning environment: movement around a room • Main hazards in an outdoor learning environment:

	• Controls used to minimise risks: removing the hazard, reducing exposure, use of Personal Protective Equipment (PPE), training in relation to use of equipment and other materials and equipment maintenance • The components of risk assessment documentation: hazards, who the hazards could affect, likelihood of risk, existing controls, further controls required, responsibilities and a risk assessment matrix • How and why legal requirements and guidance on health and safety are applied, including adherence to the Health and Safety at Work Regulations (1999) • The balance between working safely/complying with all required regulations, and delivering motivating learning activities

What skills will I need in this subject?

Skill	**What this skill involves in this subject**
Analysis	Your lessons and independent study work will involve analysis. This means you will be given data and information that you will need to research, and you will be required to write at length about your findings. You will need to give detailed explanations and justify your choices.
Research Skills	As part of your coursework you will be expected to use research skills to investigate different areas of Education sectors. You will be presented with areas to research, use a variety of sources, and justify their relevance.

What will my lessons involve?

- We will discuss key terminology and identify areas that you must independently research.
- In theory lessons you will listen to key information about a topic area and create sets of notes to support your coursework or revision for the exam.
- You will conduct independent research using a variety of sources including internet-based Education resources, reports, statistical data and websites.
- A large proportion of lessons will be spent completing coursework in controlled assessment conditions. Some of this time will be spent researching a variety of sources as well as completing extended writing tasks and practical application of skills.
- Some lessons will involve listening to specialist speakers

What will my independent study involve?

In order to gain the highest grades in the exam you must complete at least 1 hour of independent study for every lesson. During these sessions you are expected to produce revision resources that will prepare you for the exams.
In class you will have identified your gaps in knowledge so it will be clear which areas you need to work on. Examples of this are creating mind maps, creating revision flash cards and self-quizzing.
You may also have to complete work collaboratively such as completing a group presentation on a given area of the exam.
For coursework, your independent study will involve research and exploration of areas related to the content and scenarios presented in the assignment brief.

How will I be assessed?

Percentage exam assessment: 40%	Percentage coursework assessment: 60%

How do I know this is the right course for me?

You will be a strong independent learner who can analyse written and numerical information accurately.
You will relish the challenges of researching, conducting and analysing data.
You will enjoy working collaboratively and prefer a combination of coursework and exam. One of the challenges is time management as there are lots of deadlines and managing both coursework and exam content at the same time can be difficult. It is important that you plan from the very beginning of the course your independent study time in school and at home so that you have a clear plan of when you will complete work. This is especially important if your combination of subjects means that you have other coursework to complete.
This course is ideal for students who wish to go into a career in the Education sectors.

