



QUALIFICATION
INFORMATION
PACK

T Level Technical Qualification in Education and Childcare

Contents

Introduction to NCFE	3
Introduction to T Level ¹ programmes	3
Technical Qualification (TQ)	5
Higher-level study skills	6
Research skills	6
Values and behaviours	7
Rigorous assessment	7
Grading	8
Progression to higher-level study	8
UCAS tariff points	9
Qualification specification and supporting materials	9
Summary	10
Document information	11
Change history record	11

Introduction to NCFE

We're NCFE: an educational charity and leader in vocational and technical learning. We combine over 170 years of education experience with deep insight, working with a network of expert collaborators to galvanise the technical and vocational education sector around the greatest learning needs and to shape smarter solutions. In doing this, we're working for a fairer education system for all learners to power inclusivity and choice.

Introduction to T Level¹ programmes

In September 2020 the Government introduced T Levels as a high-quality, work-focused alternative to A Levels for young people once they've completed their GCSEs. T Levels are underpinned by new Technical Qualifications, developed in close consultation with employers and expert practitioners to ensure they intimately reflect the needs of the sectors and occupations they're designed to serve.

NCFE has been working closely with the Government to develop the Technical Qualifications for T Levels in:

- Education and Childcare
- Digital Business Services
- Digital Support Services
- Health
- Science
- Healthcare Science.

¹T Level is a registered trademark of the Institute for Apprenticeships and Technical Education.
The T Level technical qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

What is a T Level?

A T Level is a composite technical study programme, aimed at preparing young people for work, higher-level apprenticeships or higher education (HE). It comprises 5 key components:

- an approved Technical Qualification, which includes the opportunity to specialise in at least one occupational role;
- a minimum of 315 hours of industry placement with an external employer;
- English, mathematics and digital requirements; students will have to achieve a minimum of Level 2 mathematics and English in order to achieve a T Level;
- Employability, Enrichment, and Pastoral (EEP) elements;
- in some cases, it may also include mandatory additional requirements (MAR), such as important licence to practice qualifications.

Over the 2-year programme, students will develop threshold competence, which the Institute defines as:

'The level of competence deemed by employers as sufficient to secure employment in roles relevant to an occupational specialism. Achievement of threshold competence signals that a learner is well-placed to develop full occupational competence, with further support and development, once in work.'

What industries are they available in?

- Agriculture, environment and animal care
- Business and administration
- Catering and hospitality
- Construction
- Creative and design
- Digital
- Education and childcare
- Engineering and manufacturing
- Hair and beauty
- Health and science
- Legal, finance and accounting.

When will they be available?

There are 23 T Levels in total spread across the 11 industry sectors. As of September 2021, 10 T Levels are available at selected colleges, schools and other providers across England.

The remaining courses will be starting in either 2022 or 2023. More information on the roll out of T Levels can be found [here](#).

Future qualification landscape at Level 3

Existing Level 3 qualifications are under review as part of the government's 'review of post-16 qualifications at level 3 and below in England'. The review's aim is clearer qualification choices for young people and adults, and to ensure that every qualification approved for public funding has a distinct purpose, is high quality and supports progression to positive outcomes for students.

Technical Qualification (TQ)

The T Level Technical Qualification in Education and Childcare forms part of the T Level in Education and Childcare. This T Level was among the first to be introduced across selected providers this September. The outline content of the T Level Technical Qualification in Education and Childcare has been produced by T Level panels based on the same standards as those used for apprenticeships. This outline has been further developed by NCFE.

The qualification has 2 components:

- Core component
- Occupational specialism components:
 - Early Years Educator
 - Assisting Teaching
 - Supporting and mentoring students in educational settings

The Core component provides a high-level foundation of knowledge and skills that are relevant to all occupational specialisms. Some of the core topics and ideas are then broken down and contextualised in more detail in the occupational specialisms, allowing the student to apply the knowledge and skills in their chosen specialism.

Each occupational specialism component covers the knowledge, understanding, skills and behaviours required to achieve threshold competence in a chosen occupational specialism.

The T Level Technical Qualification in Education and Childcare meets the Early Years Educator Criteria and has been recognised and approved by the Department for Education. Holders of this qualification (only those that have taken the Early Years Educator occupational specialism) may be counted in Early Years Foundation Stage (EYFS) staff:child ratios. Students who are under the age of 17 cannot be counted as part of ratios. Working in ratio must adhere to the early years statutory requirements.

English, mathematics and digital skills have also been embedded throughout the TQ.

As technical qualifications of the future, T Levels must be recognised, understood and embraced by Higher Education Institutions to ensure students are able to reach their aspirations and study towards degree programmes as they continue their career trajectory.

Guided Learning Hours (GLH) are as follows:

	GLH for delivery	GLH for assessment	Total GLH
Core Component	344	Written Exam: 4 hours Employer-set Project: 12 hours	360 hours
Occupational Specialism Component: Early Years Educator	520	Total: 25 hours 45 minutes – 29 hours 45 minutes Consisting of: • Assignment 1: 4 hours • Assignment 2: 18–22 hours • Assignment 3: 3 hours 45 minutes	545 hours and 45 min – 549 hours and 45 min
Occupational Specialism Component: Assisting Teaching	540	Total: 14 hours 30 min – 16 hours 30 min Consisting of: • Assignment 1: 2 hours 30 min • Assignment 2: 8–10 hours • Assignment 3: 4 hours	554 hours 30 min – 556 hours 30 min
Occupational specialism component: Supporting and Mentoring Students in Educational Settings	540	Total 11 hours Consisting of: • Assignment 1: 2 hours 30 minutes • Assignment 2: 4 hours 30 minutes • Assignment 3: 4 hours	551 hours

Higher-level study skills

Achievement of this qualification requires students to demonstrate evidence of higher-level skills in analysis, evaluation, criticality and reflection in relation to both core content, requiring knowledge and understanding of education and childcare relevant to 0–19 years of age, as well as one occupational specialism. Academic writing and higher-level study skills are supported through rigorous external assessment. The external assessment consists of examination and a controlled extended project at the core stage with three external assessment opportunities that are required during the student's occupational specialism. Students will also be required to meet skills and reach competence in a range of practical situations, including achievement of the Early Years Educator criteria as appropriate topics. The synoptic assessment requires students to integrate and apply their learning from a range of units, with breadth and depth. Honing these skills plays an important part in preparing the student for higher education and supports with their ability to sustain their performance during their studies at university.

Research skills

T Levels require students to hone their research skills. For example, students are required to investigate, explore, compare and show analysis of evidence-based research for practice in education and childcare from a range of perspectives. Equipping students with these important skills prepares them for the rigour and depth of research they will be expected to demonstrate in their higher education studies.

Values and behaviours

Students studying for the T Level in Education and Childcare will be able to evidence increasing appreciation of the values and behaviours required for occupational roles in education and childcare as they complete the Employer Set Project. Students will have the opportunity to apply knowledge and understanding to real work situations, demonstrating perception and problem-solving.

Rigorous assessment

The core component is externally assessed by:

- paper A written examination
- paper B written examination
- Employer-set Project (ESP).

To achieve a grade for the core component, students must have results for both sub-components (the core (written) examination and the Employer-set Project).

The purpose of the ESP is to ensure that students can apply core knowledge and skills to develop a substantial piece of work in response to an employer-set brief. The brief and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

As part of the ESP, students must demonstrate the following core skills:

- **Core skill 1:** communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
- **Core skill 2:** work with others to plan and provide activities to meet children and young people's needs
- **Core skill 3:** use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
- **Core skill 4:** how to assess and manage risks to your own and others' safety when planning activities.

The combined results from the written exams and the ESP will be aggregated to form the overall core component grade (A*-E and U).

The occupational specialism components are assessed by:

- synoptic assignments

Synoptic assessment enables students to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across the chosen occupational specialism.

The student is required to successfully achieve one of the following grades in one of the occupational specialisms:

- distinction*
- distinction
- merit
- pass.

Grading

Students who complete their T Level will receive an overall grade of pass, merit, distinction or distinction*. They will get a nationally recognised certificate which will show their overall grade and a breakdown of what they have achieved.

The T Level certificate will include:

- an overall grade for the T Level, shown as pass, merit, distinction or distinction*
- a separate grade for the core component, using A* to E
- a separate grade for each occupational specialism, shown as pass, merit or distinction.

It will also include confirmation that the student has:

- met the minimum requirements for maths and English qualifications
- completed the industry placement
- met any additional mandatory requirements.

A student's overall T Level grade will be worked out from the grades they achieved on the core component and the occupational specialism(s).

Students who do not pass all elements of their T Level will get a T Level statement of achievement which will show the elements they have completed.

Progression to higher-level study

Students who achieve the T Level in Education and Childcare may progress to study related programmes of study in relevant disciplines:

- higher level technical studies
- degree-level apprenticeships
- degree programmes such as teaching (early years and primary)
- children and young people
- youth and community studies
- education studies
- early childhood studies.

UCAS tariff points

UCAS points will only be allocated to the overall T Level grade. Students must achieve at least an overall pass grade to receive UCAS points.

UCAS tariff points	T Level overall grade	A Level
168	Distinction* (A* on the core and distinction in the occupational specialism)	AAA*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on the core)	CCC
72	Pass (D or E on the core)	DDD

Qualification specification and supporting materials

QRN	Title of qualification	Link to qualification specification and supporting materials
603/5829/4	T LEVEL TECHNICAL QUALIFICATION IN EDUCATION AND CHILDCARE (LEVEL 3) (DELIVERED BY NCFE)	View on Qualhub

In order to ensure providers successfully transition to T Levels, we have reached beyond the traditional role of an awarding organisation with the support we are providing. We have developed a comprehensive suite of blended learning resources to support the delivery of the T Level in Education and Childcare. These resources reflect our expertise in the sector, as well as the work we have done with employers and practitioners to develop the new technical qualifications and assessments. They are designed to ensure providers can effectively deliver all elements of the T Level in Education and Childcare and to support students to develop their knowledge and skills in this area.

The resources are designed to follow active learning principles and include:

- interactive eLearning modules for use in and out of the classroom
- virtual reality resources and apps
- schemes of work and lesson plans for teacher's planning
- interactive PDFs
- textbook
- a range of classroom-based activities
- reflection activities
- independent study and research tasks to develop student's research skills and support preparation for assessment.

Summary

The T Level in Education and Childcare offers students the opportunity to develop knowledge and understanding of the sector and the holistic needs of children and young people from 0-19 years of age. The twelve elements of the core consider theoretical concepts, encouraging a breadth of knowledge, whilst the performance outcomes of the occupational specialisms demand depth, focusing on specific occupational roles and evidence-based practice. Students will evidence their understanding through a series of synoptic, external assessments subject to controlled supervision. Cohesion of theory and practice is challenged through innovative, sector-relevant assessment for the occupational specialisms. The qualification is robust, and appropriately challenging in level of demand, which will prepare students for the world of work as well as providing significant preparation for study at higher education in a range of relevant disciplines.

Document information

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level technical qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Change history record

This section summarises the changes to this document since the last version.

Version	Description of change	Date of Issue
v1.0	First issue for publication	April 2021
v1.1	Branding updated and then the date	September 2021
v1.2	Minor content change throughout	November 2021