

Chief examiner's report

T Level Technical Qualification
in Education and Childcare (Level 3)
603/5829/4

Autumn 2021 – Employer Set Project

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Autumn 2021 – Employer Set Project (Assisting Teaching & Early Years Educator)

Assessment Dates: **08 - 26 November 2021**

Paper number: **P001350 & P001351**

This report contains information in relation to the externally assessed component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance which may be required to support preparation for future opportunities.

Key points:

- grade boundaries
- standard setting in the Autumn 2021 series
- standard of student work
- evidence creation
- responses to the external assessment tasks
- administering the external assessment

It is important to note that students should not sit this external assessment until they have received the relevant teaching of the qualification in relation to this component.

Grade boundaries

Raw mark grade boundaries for the Autumn 2021 series are:

	Overall
Max	90
A*	77
A	68
B	59
C	50
D	42
E	34

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are converted to uniform marks (UMS), and the aggregation of the core component, please see refer to the qualification specification.

Standard setting in the Autumn 2021 series

Following the announcement from the Department for Education (DfE) that assessments will take place in the 2021-2022 academic year, the November series for the T Level Core Component went ahead.

The November series was available for students who:

1. wanted to improve on their core exam, employer set project (ESP) and/or teacher assessed grade (TAG)

2. due to the exceptional circumstances of the Summer 2021 assessment series, did not have sufficient evidence for a TAG in Summer 2021
3. always intended on entering the core component in November 2021

The cohort make up was atypical this November due to the circumstances leading up to the series. In addition, the entry size was much smaller than the Summer 2021 entry for TAGs.

In setting the standards for the sub-components emphasis was placed on the qualitative evidence that was available. This included:

- relying heavily on the judgement of expert senior examiners looking at the quality of student work against the grade descriptors
- other sources of evidence were also considered, such as reports from the lead examiner on the performance of the sub-components, using cognate archive student work from similar qualifications (where available)

A student's best grade achieved for a sub-component is used towards the overall core grade. Further details on resits can be found in the Technical qualification specification.

Standard of student work

This was the first time this external assessment has taken place for this qualification, and the purpose of the employer set project is to ensure that students can apply core knowledge and skills to develop a substantial piece of work in response to the employer set brief.

There was a good understanding from students regarding what is expected for the assessment, and this was positive to observe. There were some very good responses seen, which demonstrated that students had a clear understanding of the project brief and were able to apply this appropriately to the various tasks included within this assessment.

Students should be made aware how the assessment objectives are implemented in marking the project, so they will understand the level of performance that will achieve high marks. Students awarded higher marks could apply their knowledge and understanding to the assessment criteria and write coherently with both depth and detail in response to the brief. Some students lacked precision in their responses or produced responses that lacked depth in terms of demonstrating the core skills, and in turn this limited marks awarded.

Evidence creation

Students completed this assessment electronically, with providers submitting completed student evidence using secure upload links provided by NCFE. Providers must ensure all submissions are thoroughly checked for completeness prior to submission to NCFE.

Clearly identifying evidence that responded to specific criteria enabled students to present focused tasks. The presentation of work should be clearly labelled with the relevant task number and be legible and understandable. Students are informed to label each task clearly, and failure to follow this requirement may have implications for the awarding of marks. A judgment can only be based on the evidence that has been submitted and is clearly related to a task, so whilst our examiners always mark positively and spent time reviewing all evidence, clearly labelling and presenting evidence can ensure all student evidence is marked appropriately.

Providers are reminded that templated proformas are provided for students to structure each task in line with the assessment objectives.

Within the initial preparation for the project, providers should ensure that students fully understand the relationship between each of the assessment criteria. For example, to support the completion of the tasks, students are required to engage in research-based activity that is focussed on collating information and materials that they have received during their learning. Where students had prepared their own research notes, carried out as part of the pre-release activity, these had been used effectively to support their own ideas and opinions throughout the task. A further example is where some students kept short notes on how

they approached the tasks, these could then be used effectively to support the reflection task at the end of the project.

Responses to the external assessment tasks

Task 1(a)

In this task students are required to consider all aspects of the brief and create an early support plan. The plan should be based on the detailed brief and the pro-forma/template that is provided for the task. Students took full account of all the information available to them and many demonstrated a sound understanding of theoretical and philosophical approaches to inform their early support plans, considering the impact they have on practice. Most of the plans effectively addressed the child/young person's development and/or support needs.

Task 1(b)

Students gained marks by providing creative, accurate and concise information on the activity plan which met the task requirements, using information from the early support plan and making consistent links to the project brief. Most students created activity plans with a proficient level of detail and a reasoned selection and justification of resources to be used. Again, there was excellent reference of relevant educational theories, concepts and pedagogies underpinning the activity plans for those students who accessed the higher marks.

Task 1 – English, Maths and Digital Skills

Maths skills were demonstrated through the skills of processing the data on the project brief. Most students were able to make sense of and interpret, the information provided in a proficient way, although it was clear some struggled with this aspect.

Digital skills were used to present information clearly using word processed plans. Further evidence could include the design of learning materials and examples of how to record and track children/young people's attainment.

Most students presented their evidence in a clear format, and many were effective and creative in their written tasks showing confident application of written skills. There was some excellent use of technical terminology.

Students are advised to proofread their work for accurate spelling, grammar, and punctuation before submission, as examiners saw a range of errors that could have been easily avoided with more accurate proofing.

Task 1 (overall)

There were some excellent examples of planned tasks, demonstrating that students were well prepared for the assessment. Evidence showed an understanding of appropriate practice and correct vocational terminology.

To meet the assessment objectives and the brief, students are reminded that they are required to demonstrate the four core skills. Students should demonstrate how they would plan to communicate information clearly to engage children and young people. For example, the instructions given to the child to ensure understanding and engagement in the activity and ensuring that communication is age/stage appropriate.

Students should work with others to plan and provide activities to meet children and young people's needs. The plans should include ways to work in partnership with parents, key person/practitioners, and other professionals, for example the role of the health Visitor or learning mentor.

Students should consider how the role of observation could be used to track progress throughout the activity, as well as identifying other opportunities for formative and summative assessment to track children and students' progress to plan and shape educational opportunities.

Students should consider how they assess and manage risks to the safety of themselves and others when planning activities. A good understanding of hazards and risks was identified by many students, although these should be relevant to the activity rather than generic hazards. Students achieving higher marks were able to explain their practical application and, in some cases, underpinned their plan with relevant legislation.

Task 2

Students should ensure they revise and redraft their work following peer feedback. Reflection and evaluation should then be used to inform the updated activity plan and the amended plan should then be submitted. Students should clearly reference each piece of feedback received in their summary of changes, showing justifications in their responses. It was clear that some submitted plans were not amended, and in some cases the peer feedback from the discussions did not match the activity plan objective submitted.

Task 3(b)

The main purpose of this task is to provide evidence of the students' verbal communication skills.

Most students made a good attempt to address the majority of the discussion topics. Most discussions were recorded with accompanying notes and most showed that students had prepared well for the tutor discussion.

Students gained marks by fully answering questions and providing explanations of their knowledge in relation to practice during the discussion. Many were confident in the way they presented their answers. Although some were understandably nervous in the discussion and their flow (and subsequently ability to articulate their responses) was affected by this. In preparation for this task, students should be practising the verbal delivery and other discussion and presentation skills alongside other exam techniques.

There were some common issues concerning tutor questioning identified. For example, some students did not understand the questions correctly, and so gave incorrect or limited responses. The discussion with the tutor may require students to ask the tutor to reword the questions to support clarity of understanding.

Tutors should make a judgement around the verbal communication skills of students using the tutor form provided; the feedback form should then be submitted.

Some examiners had issues accessing recorded evidence submitted. These issues were identified early in the marking window and resolved with no impact to students results however providers are reminded that they should ensure that they prepare for the assessments correctly and ensure they submit evidence that is correctly recorded and accessible. If an examiner is unable to access evidence, they will be unable to mark the work.

Task 3 – English, Maths and Digital Skills

Digital skills were clearly demonstrated by many students when work was presented using PowerPoint presentations and word-processed work in preparation for the tutor discussion.

Task 4

Students gained higher marks when they showed analytical and evaluative skills in their reflective account, particularly when they were identifying improvements to their own knowledge, planning skills and future practice. Some evaluations were very basic or a list of simple descriptive statements, and some did not include any reference to improvements, limiting marks awarded for this task.

Providers are reminded of the importance of understanding the requirements of the command verbs used and the levels of answer which they demand, to support preparation and understanding of students before any assessment.

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#). Students may require additional pre-release material to complete the tasks. These must be provided to students in line with our regulations.

Students must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions Document](#) (QSID).

Document information

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Change History Record

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