T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

All assignments

Tutor guidance

NCFE CACHE

Introduction

This occupational specialism is assessed by a synoptic assessment consisting of a package of three assignments. The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs or tasks, or as part of their industry placement. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes of the occupational specialism.

The synoptic assessment for this occupational specialism is graded Pass, Merit or Distinction, and the final grade will contribute 50% of the overall Technical Qualification grade, so it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally realistic as possible.

What is threshold competence?

"Threshold competence" is defined as a level of competence that:

(a) signifies that a student is well-placed to develop full occupational competence, with further support and development, once in employment
(b) is as close to full occupational competence as can be reasonably expected of a student studying the Technical Qualification in a college-based setting with a substantial industry placement
(c) signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component.

This level is reflected in the grading descriptors of the occupational specialism and successful completion of the assignments will ensure that students are well-placed to develop full occupational competence once in employment. Grading descriptors can be found in the Technical Qualification specification document.

What is synoptic assessment?

Synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the technical area, relevant to the tasks.

Synoptic assessment is integral to high-quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

The assignments and tasks in this assessment are designed to be synoptic in a way that is as occupationally realistic as possible.

How will students be assessed?

Students will be assessed against the following set of Performance Outcomes (POs) that describe what the student should be able to do:

	Assisting Teaching POs
PO1	Support the class teacher to enhance children's education, individually and in groups
PO2	Plan, provide and review educational opportunities in collaboration with teachers and other adults
PO3	Safeguard and promote the health, safety and wellbeing of children and young people
PO4	Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum

The synoptic assessment consists of three assignments:

1. Planning activity
2. Observation of skills on industry placement
3. Analysis and evaluation of case studies.

Assignments are broken down into tasks where necessary. The assignments, tasks, and associated guidance for students and Tutors show how the assignments are expected to be delivered.

Evidence produced by students for the assignments will be sent to NCFE for marking. Assessment judgements, including overall judgement of the performance required at each of the grade boundaries, will be made by NCFE and results released to the Provider at the appropriate time.

Assignment Coverage

See the table at the end of this Tutor Guidance document which shows how the PO content is covered by the assignments and tasks.

Marks

Marks available for each assignment are detailed below.

Assignment		Mark	% Weighting
1	Planning activity	55 marks	25%
2	Observation of skills on the industry placement	203 marks	50%
3	Analysis and evaluation of case studies	100 marks	25%
	Total	**358 marks***	**100%**

*The raw marks will be scaled to ensure that the intended weightings of each assignment are met. The scaling factors for each assignment can be found in the Qualification Specification.

Assessment Timings

Assignment 2 consists of a series of direct observations of skills which will take place on the student's industry placement. To allow Providers to plan for this, and to allow NCFE to arrange visiting moderation, Assignment 2 will be available to the Provider from the start of delivery.

A submission deadline for the evidence for Assignment 2 will be set for each academic year to allow NCFE to carry out moderation and awarding before the release of results in August of that year.

Assignment 1 will be released on a particular date each year for delivery over a window. This date will be set to allow Providers time to plan the delivery of the assignment. Evidence for Assignment 1 must be returned to NCFE for marking after completion.

Assignment 3 will be sat on a date and time set by NCFE. All students must sit the assignment on this date at the same time. Evidence for Assignment 3 must be returned to NCFE for marking after completion.

All evidence created, generated and recorded for these assignments, including that generated during the industry placement, is subject to data protection rules, and information should be anonymised to protect the rights of individuals where relevant.

General

Please note that throughout the assignments the term '**student**' refers to the learner undertaking the technical qualification and the term **'child/children and young people'** refers to the learners the student works with within the industry placement.

Assignment Specific Guidance

Assignment 1 – Planning Activity

Preliminary material

The preliminary material will be sent to Providers ahead of the assessment window. Providers must issue the preliminary material to their students no more than one week prior to the scheduled assessment.

Students will use this time to carry out research related to the contents of the preliminary material.

Students are allowed to bring in 2 sides of notes on A4 paper, based on the research task they have carried out, into the supervised environment.

Planning activity

The planning activity is completed in supervised conditions over a period of 2.5 hours during a week-long assessment window. The 1 week assessment window will be specified by NCFE.

Providers must ensure that their entire cohort of students complete the 2.5 hours for this assignment on the same day.

Providers may schedule supervised rest breaks during the 2.5 hours. Any rest breaks must be supervised and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment.

Students may not have access to the internet and may only bring 2 sides of A4 from their preliminary research activity into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade, if malpractice was to be identified. Providers must also ensure that the students work is authenticated by the Tutor before it is submitted to NCFE for marking. The declaration forms are available on the NCFE website.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

Providers are not allowed to give any support or guidance to students during the supervised time.

Students must ensure that all materials can be identified as their own work.

Assignment 2 – Observation of Skills on Industry Placement

This assignment consists of a skills test that measures a level of attainment against the Performance Outcomes and contributes to the overall TQ grade.

See the separate Assignment 2 Tutor Guide document for detail on the delivery of this assessment.

Assignment 3 – Analysis and Evaluation of Case Studies

Assignment 3 is completed under invigilated conditions on a date and time set by NCFE. It is 4 hours in length and all students must sit the assignment on this date at the same time.

Providers must ensure that, during the invigilated assessment, students have access to:

- the insert provided by NCFE.

Students may not have access to the internet and may not bring anything into the invigilated environment.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

Assignment Coverage Table

Assignment 1 – Planning Activity

PO1

S1.8 to work closely with teachers to ensure own contribution aligns with the teaching

S1.9 ensure regular communication with teachers to provide clarity and consistency of role within lessons

K1.2 a range of teacher and student-led pedagogical strategies and how they are used within a lesson

K1.3 the benefits of individual work and group work and the strategies that support this

K1.4 how ongoing feedback to pupils supports and facilitates independent learning

S1.11 use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding

S1.12 embed a range of strategies for effectively managing behaviour in line with the school's policy

K1.6 how learning outside the classroom, including outdoor education positively enhances children's education and development

K1.7 what distinctive qualities are offered by the outdoors as an educational environment compared to traditional classroom environments

S1.15 facilitate learning outside the classroom

K1.1 the requirements of each key stage of the school curriculum:
- Primary (Key Stages 1 and 2)
- Secondary (Key Stages 3 and 4)

K1.5 how to select appropriate resources in order to identify and help address weakness, consolidate strengths and develop individualised expectations

S1.13 use school computer systems, including specialist software

S1.14 use different types of technology to support educational development

PO2

K2.5 how a range of strategies are used to promote mathematical thinking

K2.6 a range of strategies used to promote literacy

S2.8 apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters

S2.13 use appropriate strategies to enable pupils to access and engage in learning

S2.15 support the development of literacy using appropriate strategies for the context

S2.16 use appropriate strategies and approaches, to develop mathematical understanding, including procedural fluency and conceptual understanding

K2.1 different approaches to planning for learning and how they are used in practice

K2.3 the students must understand how biological and environmental factors may impact on children's learning and development

K2.4 understand factors which may indicate a pupil is in need of additional support

S2.7 deliver appropriate interventions to support progress for identified pupils

K2.2 different types of assessment and their purpose

S2.10 use formative and summative assessment to track children's progress to plan next steps and shape educational opportunities

S2.9 contribute to the assessment process and use information effectively

S2.12 help pupils make progress and plan next steps

S2.11 apply relevant subject knowledge to support accurate assessment

PO4

K4.2 a range of cognitive difficulties and how they may impact on language development, communication, behaviour and education

S4.9 recognise and act when there are causes for concern regarding a pupil's development

K4.3 the relationship between pupil self-esteem and self-management and how this can impact on

their education, both positively and negatively
K4.7 the potential barriers pupils may face in the learning environment and how to overcome them
S4.14 encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions
S4.15 support pupil's social inclusion
S4.16 provide opportunities that allow pupils to experience a sense of achievement and encourage independence
S4.17 support pupils with disabilities or special educational needs by providing care and encouragement
S4.18 support pupil's confidence and self-esteem in order to help them manage their own learning
K4.8 a range of strategies that support pupils to access the curriculum
S4.10 plan and provide activities to meet pupils' additional needs
S4.11 differentiate work provided by the teacher, depending on the individual needs
S4.12 support in the delivery of education, health and care plans (EHCP)
S4.13 recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum
S4.20 provide social and physical support
S4.22 provide support to bilingual pupils or those with EAL to ensure they are able to access the full curriculum
S4.23 value a pupil's home language and support them to acquire English
K4.5 the roles of parents and carer in the pupil's lives, including parental rights

Assignment 2 – Observation of Skills on Industry Placement

PO1
S1.8 to work closely with teachers to ensure own contribution aligns with the teaching
S1.9 ensure regular communication with teachers to provide clarity and consistency of role within lessons
S1.10 provide clear and accurate explanations of instructions, processes and concepts
S1.11 use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding
S1.12 embed a range of strategies for effectively managing behaviour in line with the school's policy

PO2
S2.7 deliver appropriate interventions to support progress for identified pupils
S2.8 apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters
S2.9 contribute to the assessment process and use information effectively
S2.13 use appropriate strategies to enable pupils' to access and engage in learning
S2.14 support pupils in developing ownership of their learning and education through student-led approaches
S2.17 identify and use unplanned opportunities to develop mathematical understanding as they arise
S2.19 work collaboratively with other professionals as part of a multi-agency approach

PO3
S3.25 implement their legal obligations in day to day practice in relation to:
- 'Keeping Children Safe in Education' Part 1
- safeguarding policies
- Prevent strategy

S3.28 ensure pupils use technology safely
S3.33 foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements
S3.35 provide a calm and accepting environment which allows pupils to experience and express their

feelings safely
S3.36 use appropriate strategies to support pupils in managing failure and disappointment
S3.37 to help pupils choose realistic goals that are challenging but achievable by working with pupils to create targets which are specific, measurable, achievable, realistic and time-bound (SMART)
S3.38 support the development of perseverance, self-reliance and curiosity
S3.39 encourage pupils to take decisions and make informed choices
S3.40 model good behaviour

PO4
S4.14 encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions
S4.17 support pupils with disabilities or special educational needs by providing care and encouragement
S4.18 support pupil's confidence and self-esteem in order to help them manage their own learning
S4.19 support the development of a positive self-concept.
S4.21 promote equality of opportunity and anti-discriminatory practice

Assignment 3 – Analysis and Evaluation of Case Studies

PO1
K1.1 the requirements of each key stage of the school curriculum:
- Primary (Key Stages 1 and 2)
- Secondary (Key Stages 3 and 4)
- Post-16 provision

K1.2 a range of teacher and student-led pedagogical strategies and how they are used within a lesson
K1.6 how learning outside the classroom, including outdoor education positively enhances children's education and development
K1.7 what distinctive qualities are offered by the outdoors as an educational environment compared to traditional classroom environments
K1.3 the benefits of individual work and group work and the strategies that support this.
K1.4 how ongoing feedback to pupils supports and facilitates independent learning.
S1.13 use school computer systems, including specialist software
S1.14 use different types of technology to support educational development
K1.5 how to select appropriate resources in order to identify and help address weakness, consolidate strengths and develop individualised expectations
S1.8 to work closely with teachers to ensure own contribution aligns with the teaching
S1.9 ensure regular communication with teachers to provide clarity and consistency of role within lessons
S1.10 provide clear and accurate explanations of instructions, processes and concepts
S1.11 use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding
S1.12 embed a range of strategies for effectively managing behaviour in line with the school's policy

PO2
K2.3 the students must understand how biological and environmental factors may impact on children's learning and development
K2.4 understand factors which may indicate a pupil is in need of additional support
S2.9 contribute to the assessment process and use information effectively
K2.1 different approaches to planning and learning and how they are used in practice
K2.5 how a range of strategies are used to promote mathematical thinking
K2.6 a range of strategies are used to promote literacy
S2.10 use formative and summative assessment to track children's progress to plan next steps and

shape educational opportunities

S2.13 use appropriate strategies to enable pupils to access and engage in learning

S2.14 support pupils in developing ownership of their learning and education through student-led approaches

S2.15 support the development of literacy using appropriate strategies for the content

S2.16 use appropriate strategies and approaches, to develop mathematical understanding, including procedural fluency and conceptual understanding

S2.7 deliver appropriate interventions to support progress for identified pupils

S2.8 apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters

S2.19 work collaboratively with other professionals as part of a multi-agency approach

S2.17 identify and use unplanned opportunities to develop mathematical understanding as they arise

PO3

S3.23 comply with policy and procedures for sharing confidential information appropriately and know when and where to seek advice

S3.24 recognise and act when there are causes of concern regarding a pupil's wellbeing

S3.25 implement their legal obligations in day to day practice in relation to:
- 'Keeping Children Safe in Education' Part 1
- safeguarding policies
- Prevent strategy

S3.26 participate in digital safety and cyber-bullying initiatives

S3.27 maintain accurate and coherent records and reports that conform to data protection requirements

S3.42 recognise patterns and triggers to avoid inappropriate behavioural responses

K3.1 how different factors can contribute to a pupil becoming physically or psychologically at risk, and the channels for reporting concerns

K3.2 why it's important to share relevant information in a timely manner with the safeguarding lead

K3.3 how to promote the safe use of the technology and the web with pupils, including recognising and dealing with signs of cyber bullying and cyber grooming

K3.4 a range of signs of common illnesses/infections and the associated symptoms

K3.5 how illnesses and infections are spread

K3.6 how to respond to accidents, injuries and emergency situations

K3.7 how a range of factors contribute to children's wellbeing

K3.17 why the following policies and procedures are important within a school:
- first aid
- health and safety
- recording and reporting incidents

K3.21 why it's important to recognise and reward positive behaviour with reference to behaviourist approaches

S3.37 to help pupils choose realistic goals that are challenging but achievable by working with pupils to create targets which are specific, measurable, achievable, realistic and time-bound (SMART)

K3.16 the positive effects of encouraging pupils to challenge and test their abilities

K3.13 the connection between pupils relating to others and their emotional resilience and wellbeing

K3.14 the possible impact of negative behaviours and the approaches to their management

S3.33 foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements

S3.34 use appropriate strategies to prepare and support pupils during transitions and significant life events

S3.35 provide a calm and accepting environment which allows pupils to experience and express their feelings safely

S3.36 use appropriate strategies to support pupils in managing failure and disappointment

S3.38 support the development of perseverance, self-reliance and curiosity

S3.39 encourage pupils to take decisions and make informed choices

S3.40 model good behaviour

S3.41 support pupils to manage their own behaviour

S3.42 recognise patterns and triggers to avoid inappropriate behavioural responses

K3.18 how a range of factors can affect a pupil's self-concept

K3.19 why it's important to give pupils independence and control

K3.20 how a range of factors impact on pupils' behaviour and linking to attachment and emotional security as outlined in theories of attachment

K3.22 the expected levels of self-reliance and social behaviour at different ages and developmental stages

PO4

K4.2 a range of cognitive difficulties and how they may impact on language development, communication, behaviour and education

S4.9 recognise and act when there are causes for concern regarding a pupil's development

S4.10 plan and provide activities to meet pupils' additional needs

S4.12 support in the delivery of education, health and care plans (EHCP)

S4.13 recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum

S4.14 encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions

S4.22 provide support to bilingual pupils or those with EAL to ensure they are able to access the full curriculum

S4.23 value a pupil's home language and support them to acquire English

S4.17 support pupils with disabilities or special educational needs by providing care and encouragement

K4.3 the relationship between pupil self-esteem and self-management and how this can impact on their education, both positively and negatively.

K4.4 how a range of services can support pupils who have been abused, bullied, persecuted, who are at risk of harm

S4.18 support pupil's confidence and self-esteem in order to help them manage their own learning

S4.19 support the development of a positive self-concept

S4.20 provide social and physical support

S4.21 promote equality of opportunity and anti-discriminatory practice

S4.15 support pupil's social inclusion

S4.16 provide opportunities that allow pupils to experience a sense of achievement and encourage independence

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	15 November 2023