



T Level Technical Qualification in Education and Early Years (Level 3)

QN: 610/5748/4

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 3 – distinction

Guide standard exemplification materials

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Introduction

The material within this document relates to the Assisting Teaching occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner / moderator commentary is provided to detail the judgements and rationale for grades awarded, in context of the grade descriptors. This should be used in conjunction with the Qualification Specification and the relevant external assessment materials, which detail the related qualification content and grade descriptors for assessment.

Assignment 3 consists of two case studies about two different children. These outline real-world challenging scenarios, based in the classroom context, which the student must read before producing a rationale for how they would respond to the situation. The student's evidence is written work produced under supervised conditions.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Case study 1: brief

Complete the case study and evaluation below.

The writing sessions will be supervised.

Further information about the group of children you are planning for is given below.

SAMPLE

Case study 1 – safeguarding and wellbeing

Read the case study below.

You are a teaching assistant working in a primary school with a class of year 3 pupils aged 7 to 8.

The pupils have recently returned to the classroom following a period of school closure. Most of the pupils have settled back in well.

The class teacher has observed that one of the girls in the class, Chloe, is having difficulty reintegrating into school. Chloe is not joining in with friends during breaktimes and is avoiding other social situations including group learning activities in the classroom.

You have also noticed that Chloe is anxious during the day. She appears preoccupied and unable to concentrate on tasks set by the teacher in lessons. This is impacting on her learning and achievement.

Chloe often tells you that she feels sick and wants to go home to her parents. Her parents have informed the class teacher that Chloe is upset each morning and does not want to go to school. On a few occasions, Chloe has refused to go to school so her parents have kept her at home. Chloe is eating less than usual.

The class teacher has asked you to work with Chloe to help her reintegrate into school and regain her focus and participation in lessons.

Discuss how you would respond to Chloe's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to Chloe's situation, you are required to:

- discuss the impact of factors that may be contributing to Chloe's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support Chloe's wellbeing, safety, resilience and development to enable her to make informed choices
- describe how you would communicate and work effectively with Chloe and the class teacher to support Chloe's engagement and independent learning
- explain how you would review and adapt relevant activities and resources to meet Chloe's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support Chloe's social inclusion.

Resources

For this case study, you will have access to the following:

- this brief.

Student evidence

There are many factors that may be contributing to C's behaviour following the closure of the school. Children typically benefit from interacting with others as part of their developmental progress and the sudden closure could have caused the anxieties C is experiencing now she is settling back in.

School should provide a safe, secure space to learn, to be with friends and to develop holistically in an inclusive, nurturing environment. All children have a right to learn and socially interact. Children may regress in their learning and in their personal, social and emotional wellbeing. During a long period away from school SEND related issues may well have developed, anxiety and lack of confidence may also show and Chloe may feel she is unable to cope in large group interactions. Research shows that children benefit from school to support holistic development and learning potential. For many children it is a place where they can gain confidence, learn what healthy and positive relationships look like, problem solve and develop holistically. Children who disengage from education have less chance of being able to adapt during transitions, are less likely to do well in exams and may have health needs. I must work in partnership with all professionals to help her enjoy a fulfilled childhood and by working closely with her and her family I will be able to recognise any safeguarding concerns.

The sudden closure of the school has clearly impacted on C and as TA it will be my role to work alongside her, her family and other professionals in an inclusive and accepting way to find out what has caused the changes in C's behaviour and attendance. C is struggling to be away from the family home and this could be for numerous reasons. She may have become happy and comfortable back in the home environment where the boundaries and expectations are more flexible. She may have underlying conditions that have been triggered as a trauma response or there may be safeguarding concerns which I will need to review. As the TA I need to try and assess what the relationship is like between C and her family. Are the family keeping her off due to other issues that may be of concern? For example, has C been harmed during time off and this has caused her to become withdrawn or have the family given her a lot of time and attention and now she does not want to return? I need to be able to develop a relationship with the family to try and assess what home looks like and the family dynamics. I will liaise with the Designated Safeguarding Officer / Lead and the class teacher to get a better understanding of who drops off and picks up and if the parent / carers have been into the school for any previous meetings. I will book in regular times to meet with C and will ensure that I welcome her in each morning and make a record of how she leaves the school each afternoon and who with. This will help me to talk to her about family life and how she feels about home.

Children respond in different ways to transitions and C has been impacted through the closure of the school, being away from routine and her peers and being in the family environment for a long period of time. This unexpected transition can impact on mental health, anxiety and wellbeing which are traits that C is showing. I have concerns about how withdrawn she has become and her reluctance to attend and engage and the implications for Chloe's wider health and learning if she does not settle, for example her eating has also been impacted.

In order to assess her wellbeing, development and needs, I will need to build good relationships with C and her family to offer her the right level of support for successful reintegration at school. The short- and long-term effects of absence from school can have everlasting impacts on a person and early help and intervention is key to positive outcomes. I will need to work closely with C and her family to establish effective strategies that can help C.

C is in year 3 and has started back at school after a long time at home due to school closure. C's level of understanding of why the school was closed needs to be assessed so that I can evaluate what her perception is and what methods of encouragement and support I can offer. There is a safeguarding issue that is not known to us in full and needs further attention with professionals such as the DSL. C is finding it hard to maintain and build friendships and avoids social situations. She has become more anxious and

often tells staff that she is feeling sick, asking to go home. I am concerned that she is withdrawing from her peers and that she is finding reintegration much harder than the other children of her age. These are indicators that there are other concerns going on for her that need to be supported so I will work with the class teacher to identify ways to offer her support.

The UNCRC and The Children Act 1989 state that all children have the right to an education and this is their legal and human right. It benefits children by supporting their social and emotional wellbeing and offers stability and routine. Children are able to express themselves through a range of learning methods and techniques which are outlined in the National Curriculum and the Education Act 2011. The curriculum for KS1-4 says that schools promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Keeping Children Safe in Education 2025 has recently been revised with more focus on improving children's mental health and the Children's Wellbeing and Schools Bill aims to improve protections for vulnerable children, and I need to ensure that I am looking at all considerations that support C's welfare.

When a child does not attend school, it is the duty of the school to report these absences and to follow up with checks to ensure the child is safe. Although C is coming into school there have been significant changes in her behaviour that give reason for safeguarding concern. She has become more clingy, has detached herself from friendship groups, is disengaged from education and that she is eating less than usual. She is also feigning sickness to try and get home. There could be a number of reasons for this however as a professional I cannot disregard welfare.

Attachment disorder can present itself in different styles, such as being insecure, anxious, preoccupied, dismissive, fearful, avoidant and disorganised. She may be experiencing anxious attachment disorder where she is scared of being on her own away from her parents, has high anxiety and is insecure, and relies on co-dependency. Being at school may trigger these feelings causing feelings of nausea and fatigue / headaches and causing her to want to go back home where she feels safe. This does not always mean home is safe so I need to gather more context as to how C was before the school closure and what else could be going on for her outside of school.

Being absent from school for a long period of time can also cause mental health issues and I need to be mindful that she is only in Year 3 and significant changes, without explanation, can impact on all aspects of development. Children who struggle with their mental health will often regress and may become clingy and anxious. Headaches or illness may be imagined to get back to a safe space and familiarity. Being anxious is a big overwhelming emotion and can make a child feel less hungry and this can then lead to headaches. I will ensure that C has enough water during the day as dehydration can often contribute to lack of appetite (Maslow). There are questions that need to be asked, such as has C seen other children since she has been off school, has her class teacher and the physical environment of the school changed following its reopening and does she have a new teacher. All these could be contributing changes that are affecting C.

Coming back to a school environment can be noisy where there is an expectation for you to adapt quickly to ever changing circumstances such as playtimes, games, lessons and friendships. I will monitor these times to see how C manages and look to support this through the use of Widgets symbols which are simple illustrations of everyday objects that can be used to boost children's speech, language and understanding. I will use emotion cards at the start of the day when I meet C as I feel this will be beneficial in understanding how she is feeling, develop self-regulation strategies to build resilience at the start of the day and in helping her know what is going to take place during her school day.

Maslow's hierarchy of needs show that if a child's basic needs are not met then they cannot go on to feel safe. I will monitor C at lunch and ensure that she is eating and can adapt this to sit with her or find her a

quieter space where she is not overwhelmed by too many people. I need to make sure that I monitor what she has and how much, and again feedback to the DSO or teacher so that we can form a more formal plan that looks at how I can support.

In order to settle C back into school and identify any safeguarding concerns, I will:

- Welcome C at the start of the day in the reception area and ask her parents or carers to bring her to meet me there. This way I am also able to start and form relationships with them directly.
- Assess her emotional wellbeing and liaise with her parents / carers about any concerns they have and how she is feeling – I can use emotion cards if she finds it hard to verbalise her feelings or emotions.
- Talk to her before class about what the plan is for the day and when I will be with her and who she can go to if she needs help. I will use widget symbols to support her understanding of the plan for the day to help me assess her needs and what works visually, auditorily or kinaesthetically.
- Seat her in a place she feels safe – many children prefer by the door so that they can leave the room easily if they are finding it hard to regulate.
- Sit with her at the start of the lesson so that she has reassurance as the classroom environment may be noisy and overwhelming. I will ensure that she understands the task and offer her support. Where appropriate and with the consent of the teacher I will take C to the corridor either on her own or with another child to help fulfil work set during lesson. I will encourage active participation from C to help raise her self-esteem and confidence. Many children who have been absent from school lose confidence so more bespoke 1:1 support may help. Including other children during activities will use a more inclusive approach rather than her feeling singled out or isolated from the other children.
- Monitor at playtime and offer a safe space for her to go if the playground becomes too over stimulating. I will use intervention if C is on her own and encourage games and interactions with other children.
- Welcome her back after lunch and go over afternoon lessons and expectations.
- Handover to parent at the end of the day with communication feedback and progress update.
- Have a communication book to record C's day and share with professionals and parents. This will help me assess patterns in behaviour or safeguarding.

I will work with the teacher and show them my plans whilst complying with the school policies and practices. Communication with the teacher, parents and SENCo will help me build inclusive plans that meet the Equality Act 2010 and the SEND code of practice 2015. I will use feedback to support my evidence and in reviewing what is triggering the change in her school engagement.

The SEND code of practice 2015 (0-25) supports all children and young adults with special educational needs and disabilities. It outlines the social model of disability and how to make for fair access to equal opportunities. It looks at how to change disability to ability and not what can't be achieved but instead what can be achieved with support. To do this effectively I need to ensure that my plans are SMART. They are specific, measurable, achievable, realistic and timely so that assessments can be carried out in line with school policy and legislation, I will create a plan that is evolving and will start as outlined above with a review at the end of each week. I will arrange to meet her teacher once a week and discuss any changes or concerns for a consistent and effective approach, sharing this with C and her family. The communication book will log details and outcomes of her day that can be shared with relevant people in line with confidentiality but these records can help me to recognise any patterns or changes in behaviour as well as the potential reasons behind them.

To ensure that I work in a professional way I will ensure boundaries are clear with C, and I am not working in lone spaces within the school without there being support nearby to comply with school policies, meeting Health and Safety at Work 1974 and to meet safeguarding requirements. I will write risk assessments to show how I will manage risks such as if C decides to try and leave the building to go home and what steps I will take if she is saying that she feels unwell. I will explain that we want her to

feel happy and that I will be her TA and outline the initial support plans so she is included and can voice her feelings. These will then be noted and any changes or adaptations made to the plans can be put in place.

Starting C on a reduced timetable may also be possible however this has pros and cons for a child of her age. Slowly reintroducing her to school could help her build up her confidence and she may start to make friends again. A smaller timetable may be beneficial if the days are too long for her to manage however starting back full time will reduce more time missed from education and will help her get back into a routine. Discussions around this as an option need to be clearly thought out and I would be reluctant to start her on this initially. I will plan for her to come in and work with the parents and teacher to create a warm and friendly start to the day with reductions only taking place if the child becomes more detached and there is an increase in absences. Monitoring weekly will allow everyone to assess and review progress and the support being offered. I will continually use a range of communication methods to help her express her feelings and work with her to ensure that my practice is child centred at all times.

Case study 2: brief

Complete the case study assessment below.

This case study comes with an additional insert.

The writing sessions will be supervised.

Further information about the group of children you are planning for is given below.

SAMPLE

Case study 2 – learning and development

Read the case study below, and the practitioner observations in the insert you will be given.

You are working as a teaching assistant in a secondary school. You have been working with a year 9 class since the beginning of the academic year.

Formative assessments and teacher observations carried out during the autumn term have shown that one of the pupils, George, requires additional support.

George has difficulty with organising his classwork and misses deadlines for homework. Frequently, George does not have the equipment he needs for class projects, which means he is unable to be fully involved in the learning. George finds it difficult to complete written or computer-based work in class, and the teachers have said there are gaps in his knowledge and understanding across a range of subjects.

George becomes restless and disruptive in class when he is not interested in the lesson. He is also having difficulty contributing to group work with other pupils because he has not completed the set homework tasks.

You have been asked by the class teacher to support George's learning and development needs when he returns to school in the spring term.

Observations carried out on George by his subject teachers have been provided. This information should be used to help you plan the required support.

Discuss how you would respond to George's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to George's situation, you are required to:

- discuss the impact of factors that may be contributing to George's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support George's wellbeing, safety, resilience and development to enable him to make informed choices
- describe how you would work in collaboration with the teacher to support George's learning and development
- explain how you would review and adapt relevant activities and resources to meet George's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support George's social inclusion.

Resources

For this case study, you will have access to the following:

- this brief
- the case study insert.

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- your case study response.

All evidence **must** be saved securely by your tutor / invigilator.

SAMPLE

Student evidence

I have been allocated the role of teaching assistant (TA) to support George in the spring term. There have been concerns raised about his behaviour and I will work alongside him to try and assess his overall needs, strategies and support I can put into place within the school environment. George is currently in year 9 and there has been feedback from his teachers that have raised concerns. George is often missing items that are essential within his school day such as homework, clothing or equipment. George has become quite reluctant for his parents to be contacted and does not want to participate in class activities. He seems distracted and disorganised and seems to struggle with completing work outside of school. During English when the teacher offered him time in class to catch up he used the opportunity to complete the homework task.

I can see there are quite a few factors that may contribute to George's behaviour and safeguarding needs and it is important to look at them from a professional perspective to work with George to get an understanding, from his viewpoint, what is going on for him in his personal life and impacting areas of his holistic development and learning.

George shows signs of dyslexia however this can often be closely linked to ADHD which again, may contribute to his disorganisation. I am aware that George struggles with computer and written tasks and this may also be part of an undiagnosed condition.

According to the British Dyslexia Association children who have dyslexia may avoid certain types of work or study and find it hard to concentrate especially if there are other distractions going on at the same time. There can be a feeling of mental overload and he may get confused with more than one instruction at a time. He may forget conversations or have difficulty getting thoughts on paper however these traits are very similar to that of ADHD where having a short attention span and being easily distracted is also a key factor as well as appearing forgetful or losing things. He may have difficulty organising and be unable to stick to tasks that he finds tedious. There may be other conditions that are causing George to find it hard to manage daily tasks such as Autism or Dyspraxia however without a referral through the SENDCo it will be hard to offer the right levels of support. As outlined in the SEND Code of Practice '*In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour*'.

As George's TA it will be my responsibility to gather information and assessments to support him to complete work and to make sure the right support is available. I can do this by speaking regularly with his teachers and looking to apply strategies, such as additional resources and keeping a spare change of clothes in his locker so he can enjoy all lessons with his peers.

On the other hand, George may have safeguarding issues going on at home that need to be identified and supported. George seems reluctant to have his parents contacted and there seems to be no support in helping him complete his homework or attend with the right items. I will observe him at lunchtimes and break to make sure he is having a snack and lunch. If there are issues going on at home I must ensure that I am recording and reporting all concerns in line with the school policy as well as Keeping Children Safe in Education 2024. I have a duty of care to liaise with the SENDCo and teachers to ensure safeguarding records are shared with the designated safeguarding lead.

George may be trying to hide other issues that are going on at home however as he does not have the right equipment and is concerned around his learning. It is important that we try and talk with his parents and assess their relationship with George as they may be able to help me put more effective planning into place to make the right assessment. Consulting parents is a key area as it helps me to understand what is going on at home and if the parent is struggling as well. There could be a number of factors that

are contributing to a chaotic home and these could be divorce, finances, mental health issues for parents / carers or disability, or there could be more serious concerns such as domestic violence, harm or abuse or neglect.

Keeping Children Safe in Education 2025 states *'No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action'*.

In order to support George I would first of all have a conversation to ask him how he feels he is getting on and what support he feels he may need. I would introduce myself as his TA and let him know that I want to plan strategies to support him. In order to do this, I need to try and assess why he is turning up without the right equipment and is unable to complete his homework. This will help me start and assess if there is a safeguarding concern or if he has underlying conditions that need more structured support.

Under the Equality Act 2010 there are many conditions considered a disability and therefore cannot be discriminated against instead there needs to be reasonable adjustments made to accommodate his needs. I am aware that children in schools can only be screened for traits of dyslexia and do not have formal diagnoses as these are carried out by external professionals at a charge however if George is struggling then there are many alternatives I can offer him to make learning easier. This may include coloured paper, sitting at the back of the classroom, reduction in the amount of homework expected and smaller, more manageable tasks being given, or offer alternatives to writing as a key method of recording, provide handouts that contain the key learning points rather than asking pupils to copy text from the whiteboard or take notes, repeat instructions / information and check for understanding of tasks or use visual timetables with colour coding and symbols. For ADHD other referrals will need to be made however it is my role to gather evidence to support this as there are long wait times for CAMHS and therefore my planning needs to be reflective of this to assess if there is a positive change in his ability to engage in school activities and learning.

To ensure that I am supporting George effectively I would need to have regular meetings with his teachers to assess what their concerns are and measure his progress against what I have observed. I will sit in classes to monitor how he listens and engages and what his understanding is of tasks. This will help me gain a better understanding of his ability to complete homework independently away from the school or support. I will meet George in the morning to assess if he has the equipment, he needs for the day and if any additional learning tasks have been completed. I will then be able to liaise with the teachers so that they are aware of what George has managed to achieve or what plan I have to help him complete these tasks. It is important as part of the assessment and planning process to use reflective practice and to continually evaluate his progress. I will use the information gathered from the teachers as a baseline assessment point which will be updated every two weeks. If he is not understanding the work, then he may just be avoiding it and using distraction techniques and behaviour to mask his ability and therefore require more support.

I need to ensure that I work in an inclusive way and respect that he is in year 9 and may not want to be supported. He may see this as embarrassing so working with him, and his family, is important as it will help me identify how best I can offer him the right level and type of support and to ensure that he is able to have the same opportunities as his peers.

If it is seen that there are safeguarding issues that are impacting, then an Early Help Plan can be put into place to offer a TAC or TAF (Team around the child / family). This again would require evidence from me as his TA and I would need to work alongside the Designated Safeguarding Officer / Lead to ensure that I was offering the right support and protection.

Examiner commentary

Case study 1

The evidence offers a precise, logical and detailed informative response to the demands of the brief. The student makes extensive use of relevant knowledge of the practices of the sector and demonstrates an in-depth understanding of the ways to work effectively with others for the best outcome for the pupil as identified in this situation. This is demonstrated by the student's depth of analysis, drawing potential conclusions and reasoning in relation to the case study, justified with an awareness of both biological and environmental factors that may impact learning and development. The student makes decisive use of facts, approaches and concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skill and technique in context. The student makes well-founded judgements, offers well-reasoned appropriate action and is able to use that to reflect on real-life situations in the sector using their knowledge to analyse and find suitable solutions to the concerns raised.

For example, the response begins with a useful summary of Chloe's situation and builds from this when analysing potential factors relevant to this situation. The response demonstrates an in-depth, well-informed understanding of potential biological and environmental influence, such as the physical effect of change and the environmental impact of transition to holistic health and wellbeing, applying knowledge and understanding to explain how such factors may add to Chloe's vulnerability. Deeper engagement with safeguarding is demonstrated with clear recognition of the importance of relevant and timely intervention and partnership working. In the student's response, it is also good to read about the student's recognition of policy and procedure to follow when concerned about a child's welfare, bolstered by theoretical application of Maslow's hierarchy of needs.

This is a very well written piece of work, which looks at the pupil's needs from a wide range of relevant and appropriate perspectives and plans for the short-, medium- and long-term. The student is able to comprehensively identify information from a range of suitable sources, including guidance to support well-informed, coherent decision making in appreciation of the case study.

Case study 2

The evidence is presented in a logical and coherent way to provide a detailed and informative response to the demands of the brief. The response identifies strategies to support George that are very well reasoned which demonstrate application of knowledge of the wider implications of SEND and safeguarding as well as focusing on the immediate pedagogical approaches that could support George in the short term.

The student makes decisive use of strategies such as collaboration, observation and diverse teaching and learning approaches and concepts, demonstrating extensive breadth and depth of knowledge and understanding, with in-depth, well-informed analysis in context. Aspects of legislation and guidance informing practice have been selected accurately and applied to the case study demonstrating an in-depth awareness of current practice requirements as well as appropriate examples from Maslow's hierarchy of needs.

The response makes use of well-founded judgement to reflect on real-life situations in the sector, for example to draw conclusions, problem solve and analyse information to find suitable solutions to the concerns identified in the case study. This is evidenced through solutions-based reasoning and action planning.

The student makes well-founded judgements to make coherent decisions and is able to use that to reflect on real-life situations in the sector. The response demonstrates an extensive understanding of

how intervention can promote George's wellbeing, including effective and consistent approaches, the significance of building professional relationships and guidance that can be sought from others including the school SENDCo. The work could be further developed by considering ways to build George's resilience and motivation towards independent learning, exploring short- and long-term implications of not doing so for George.

SAMPLE

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for pass and distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications; the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors

Pass

The evidence is logical but displays baseline knowledge in response to the demands of the brief.

The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches.

The student makes acceptable use of facts / theories / approaches / concepts and attempts to demonstrate breadth and depth of knowledge and understanding.

The student is able to identify information from appropriate sources and makes use of appropriate information / appraises relevancy of information and can combine information to make decisions.

The student makes judgements / takes appropriate action / seeks clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations.

The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts.

The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.

EYE only – demonstrates achievement of all EYE criteria.

Distinction

The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.

The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives / approaches.

The student makes decisive use of facts / theories / approaches / concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills / techniques / methods.

The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information / appraises relevancy of information and can combine information to make coherent decisions.

The student makes well-founded judgements / takes appropriate action / seeks clarification and guidance and is able to use that to reflect on real-life situations in the sector.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	03 November 2025	04 November 2025