



T Level Technical Qualification in Education and Early Years (Level 3) QN: 610/5748/4

Occupational specialism assessment (OSA)

Assisting Teaching

All assignments – Provider Guide

Please do not distribute this document to students; this is for provider and tutor use only. All tutors must be familiar with the information in this document. This document must be kept secure at all times.

This document must be read along with the Regulations for the Conduct of External Assessment. Assessment conditions and resources are defined in the Qualification Specific Instructions for Delivery (QSID). These documents can be found on the NCFE website.

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About the occupational specialism assessments (OSAs)

Introduction

This occupational specialism assessment (OSA) is made up of three synoptic assignments that consist of three moderated structured observations (Assignment 1) and three desk-based assignments (Assignments 2 and 3).

The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, as part of their industry placement, or in response to briefs. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes (POs) of the occupational specialism (OS).

The synoptic assessment for this OS is graded pass / merit / distinction, and the final grade will contribute 50% to the overall technical qualification (TQ) 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.

Threshold competence

Threshold competence is defined as a level of competence that:

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

This level is reflected in the grading descriptors of the OS 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 Qualification Specification document.

Health and safety considerations

- All students **must** be informed and aware of any relevant health and safety considerations that need to be complied with to ensure they carry out their work in a safe manner.
- Students must be supervised at all times to ensure health and safety practices are observed.
- Where students are seen to be working in an unsafe manner, at the discretion of the tutor / provider-appointed assessor, the student may be removed from the assessment and have only partially completed the assessment. Providers **must** ensure that they follow the Regulations for the Conduct of External Assessment found on the NCFE website.

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 assignments.

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

Assessment

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

Education and Early Years 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 special educational needs and disabilities (SEND), to support development and access to the curriculum

The synoptic assessment consists of three assignments:

- Assignment 1: structured observation of skills on the industry placement
- Assignment 2: planning activity
- Assignment 3: analysis and evaluation of case studies.

The assignment briefs and associated guidance documents for students and provider-appointed assessors show how the assignments are expected to be delivered and what student evidence requirements there are.

Evidence produced by students for **all** assignments will be saved by the provider to be sent as evidence to NCFE.

Evidence produced by students for Assignment 1 will be marked and signed off by provider-appointed assessors and saved by the provider to be sent as evidence to NCFE.

Final 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.

Performance outcome (PO) coverage across the assignments

The assignments and mark schemes have been designed to focus on assessing a broad range of skills and knowledge with as little overlap as possible. See the list at the end of this document that shows how the performance outcome (PO) content is covered by the assignments. This content mapping is very high level and finer detail within the content will be covered to provide differentiation and a degree of unpredictability throughout the lifecycle of the TQ.

Assignment	PO1	PO2	PO3	PO4
Assignment 1	21	27	21	18
Assignment 2	12	12	0	8
Assignment 3	3	15	21	21
Total mark:	36	54	42	47
Total % of marks:	20	30	24	26

Marks

Marks available for each assignment are detailed below:

Assignment	Assignment description	Marks
1	Structured observation of skills on the industry placement	87
2	Planning activity	32
3	Analysis and evaluation of case studies	60
Total:		179 marks

Administering the assignments

The maximum overall time allowed for the three assignments is **9 hours 30 minutes to 12 hours 30 minutes** in total with 6 hours 30 minutes of the OSA under **supervised** conditions. A breakdown of the assignment-specific timings is given in the assignment-specific guidance section below.

NCFE sets the specific times, dates and the submission date of Assignments 2 and 3 within a window for the external assessment assignments. External assessment material **must not** be given to students until the start of the specific supervised assessment session, unless otherwise specified.

For Assignment 1, the provider will receive a window in which to prepare, plan and observe students performing live on their industry placements. Further information regarding the running and completion of the observations is available in the Assessor Guidance document.

The assessment sessions will consist of desk-based supervised sessions for the external assessments and the industry placement direct observations. Desk-based sessions can be undertaken in a normal classroom environment. Providers **must** submit students' completed assessment work digitally to NCFE by the published submission date. Students may complete their assignments either directly onto a PC or laptop or by using pen and paper.

When preparing to start a supervised session, time taken to print students' work is **not** included as part of the permitted hours for the external assessments. In addition to this, time taken to collate and upload students' work is also **not** included as part of the permitted hours for the external assessments.

At any time, NCFE may request the timetable that providers have set for the supervised sessions. The permitted time must **not** be altered unless a reasonable adjustment has been agreed for a student in accordance with the Access Arrangements and Reasonable Adjustments Policy and the Special Considerations Policy, which can be found on the NCFE website. The permitted time must **not** be decreased, and students must be given the opportunity to complete the full amount of time for all the external assessments; providers **must** take this into account when timetabling the session.

Provider-appointed assessors

Provider-appointed assessors must be qualified to the level of the qualification they are assessing or above and must have completed training in line with NCFE requirements.

For T Level Education and Early Years, centres must ensure that assessors hold:

- a Level 3 Early Years Educator qualification (or higher), or
- an equivalent 'full and relevant' early years qualification as defined by the Department for Education.

In line with the Early Years Qualification Requirements and Standards (Section 1.33), assessors must:

- hold a full and relevant qualification at Level 3 or above, and
- have a minimum of two years' experience working in an early years setting.

Assessors must also demonstrate that they are occupationally competent and current, ensuring their knowledge and practice reflect current EYFS requirements and sector standards. This aligns with the EYFS expectation that practitioners remain competent, confident, and up to date.

While it is recommended that assessors hold a recognised assessor qualification, such as the Level 3 Certificate in Assessing Vocational Achievement (CAVA), this is not a mandatory requirement. However, centres must ensure that all assessors are appropriately trained and competent to carry out robust and reliable assessment.

To maintain occupational currency, assessors are required to undertake annual continuing professional development relevant to early years practice and assessment.

Marking the internal assessment

Assignment 1 will be internally marked and externally moderated by NCFE. All other assignments (Assignments 2 and 3) will be uploaded to the NCFE Portal and marked by NCFE.

When marking student evidence, provider-appointed assessors **must** pay close attention to the requirements of the specification. They should note that it is their responsibility to award marks for evidence in accordance with the marking criteria detailed in the mark schemes provided by NCFE.

Provider-appointed assessors **must** show clear and full justifications, with exemplification from the observation of the student, of how the marks have been awarded in relation to each marking criteria. The provider-appointed assessor's marks must reflect the relative attainment of all the students.

Providers **must** make every effort to avoid situations where a student is assessed by a person who has a close personal relationship with the student, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (for example, son / daughter). Where this cannot be avoided, the provider **must** declare the possible conflict of interest to NCFE and submit the marked work for moderation whether or not it is part of the moderation sample. For further information, see section 5 of the JCQ publication General Regulations for Approved Centres on the JCQ website.

Students' work must be dated by assessors to reflect when it was marked.

Additionally, when evidence is marked, it **must** be annotated to show clearly how credit has been awarded. This will be done using summary comments either on the work (usually at the end) or on the cover sheet. Indications as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the assignment
- facilitate the standardisation of marking within the providing organisation
- enable the moderator to check the application of the assessment criteria (AC) to the marking.

Where appropriate to the assignment, the evidence to support the marks awarded should:

- indicate where the AC have been met, for example, by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work
- indicate any planning and processing not undertaken individually and provide details of any assistance or prompting given to the student.

Moderation will be performed by a visiting moderator. For further detail about moderation planning, see the Assessor Guidance document for Assignment 1.

Do note that where a moderator cannot find evidence to justify the mark awarded to a student, the work may be returned to the provider for further explanation, or the mark may be subject to adjustment.

Moderation

Assignment 1 observations are assessed / marked by the provider-appointed assessor and moderated by NCFE.

It is important that the provider uses and submits the Structured Observation Schedule Form provided at the end of this document to capture this planning. A date will be set by NCFE by which all plans must be submitted. This date will be far enough in advance of the structured observations window to allow NCFE to plan initial moderation visits.

NCFE will deliver standardisation sessions for approved provider-appointed assessors, to establish a consistent standard for the assessment per series.

Moderators will visit industry placements and will observe the assessment taking place, accompanying the provider-appointed assessor and observing the student carrying out their practical activity or structured observation. The moderator will make assessment judgements, including the allocation of marks, using the same methods and forms as the provider-appointed assessor, to ensure that the two sets of findings can be reliably compared.

The NCFE visiting moderator will attend a sample of structured observations carried out by the provider-appointed assessors during the delivery window (please refer to the key dates schedule). The observations they attend will be selected by NCFE, based on the provider's structured observations plan, and in line with an appropriate sampling strategy.

Record keeping will also be a factor when ensuring sufficient quality in approved provider-appointed assessor marking. It is critically important that you summarise what you have observed in relation to the criteria and guidance provided in the observation / professional discussion forms. If there is no summary present, or if the summary lacks sufficient detail, then there will effectively be no record of evidence. The

provider would therefore be required to observe the student again. The training and guidance that providers receive will reflect this accordingly.

The NCFE visiting moderator will observe students alongside the provider-appointed assessor and will confirm whether they agree with the provider-appointed assessor's marking judgements.

Following moderation, the moderator will record their marks for the sample of students. There will be three potential outcomes from this activity:

- the moderator's marks and your marks are within a tolerance. In this case, all of your marks would be accepted with no further action required
- the moderator's marks and your marks are out of tolerance, but they are out of tolerance in a consistent way (for example, they are all too lenient, or they are all too strict). In this case, a calculation would be applied to compare the moderator's marks and your marks in order to determine the required adjustment for each student. This adjustment will then be applied to all students in the cohort
- the moderator's marks and your marks are out of tolerance, but not in a consistent way that can be safely adjusted. In this case, additional support will be made available to you, and the remaining students' evidence will need to be reassessed and moderated.

Instructions for supervisors

Assessment conditions

Students **must** complete the occupational specialism (OS) assignments independently and (in the case of Assignments 2 and 3) under supervised conditions, as per the assignment-specific guidance (page 12 and 14).

Students are required to sign External Assessment Cover Sheet (EACS) declaration of authenticity forms to confirm that the work is their own. The EACS form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence is found not to be the student's own work.

Supervisors **must** save students' assessment materials at the end of each supervised session, alongside all materials and / or evidence produced by students within the supervised assessment.

At the end of **each** supervised session, the supervisor **must** collect **all** evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have **not** made materials available to themselves or anyone else electronically via the intranet or internet.

External assessment materials must be securely stored between supervised sessions. Students **must not** have access to this area between the supervised sessions.

Work such as formative assessment and / or work done with sample assessment materials **must not** be used again as part of the external assessments submission to NCFE.

Appendices should **not** be included and will **not** be marked.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessments being awarded 0 marks. For further information, refer to the Plagiarism in Assessments guidance located on the JCQ website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the AI Use in Assessments: Your role in protecting the integrity of qualifications guidance located on the JCQ website.

Resources

Students **must** have access to the appropriate resources required to complete the OS. These include the following:

- research notes created in response to the preliminary material (Assignment 2)
- computers and relevant software
- assignment briefs, student guides, observation templates and assignment inserts

- technical equipment as required, such as audio recording equipment.

This list is **not** exhaustive, and you need to refer to the Qualification Specification for subject-specific details.

Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of, and meet the requirements of, relevant NCFE policies and government legislation. You **must** ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services.

Spellcheck

Where work is completed digitally, spelling and grammar checks **must** be disabled.

Referencing

NCFE does not mandate a specific referencing style, but providers should ensure that students are able to reference their work correctly using whichever referencing style they have been taught.

Assignment timings

Assignment 1 consists of a series of structured observations and possible professional discussions, which will take place on the student's industry placement, that will take 3 to 6 hours to complete. These observations will be monitored by NCFE through a combination of visiting and remote moderation. To allow providers to plan for this, and to allow NCFE to arrange visiting moderation, Assignment 1 will be available to the provider from the start of delivery. The window for completion of Assignment 1 starts in February of year 2.

A submission deadline for the evidence for Assignment 1 will be set for each academic year to allow NCFE to carry out remote moderation and awarding before the release of results in August of that year.

Assignments 2 and 3 will take place over a 3-week assessment window set by NCFE at set times and dates. Assignment 2 will require students to receive preliminary material a week before the assessment time. The desk-based assignments will take 2 hours 30 minutes for Assignment 2, and 2 hours each for each case study in Assignment 3.

Assignments 2 and 3 will be released on a particular date each year for delivery over a window at set times and dates. These dates will be set to allow providers time to plan the delivery of the assignments and to allow breaks between assessments to reduce assessment fatigue for students.

Evidence for **all** assignments must be saved and uploaded to the NCFE Portal by the given deadline for NCFE to mark or moderate.

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 terms

The term **student** refers to the person undertaking the technical qualification and the terms **child / children, young people or pupils** refer to the learners the student works with within the industry placement.

Assignment-specific guidance

Assignment 1

Assignment 1 consists of structured observations that measure a level of attainment against the performance outcomes (POs) and contribute to the overall technical qualification (TQ) grade.

See the separate Assessor Guidance document for details on the delivery of these assignments.

Providers **must** make the accompanying Student Guide document for Assignment 1 available to students at the beginning of the course.

Providers **must** supply NCFE with the Structured Observation Schedule Form. This form **must** be completed with input from the provider, student and industry placement. The document is to be shared with the assessor and NCFE by the provider. All the relevant information **must** be added.

Assignment 2

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 1 week prior to the scheduled assessment.

There are no set timings associated with this part of the assignment however, providers can recommend that students spend **up to 7** hours on this activity.

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

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

The provider **must** ensure that the conditions set out in the preliminary material are adhered to.

Planning activity

The planning activity is completed under supervised conditions on dates and times set by NCFE.

Providers **must** ensure that their entire cohort of students completes the 2 hours 30 minutes for this assignment at the same time on the same day.

Any rest breaks **must** be supervised, and students **must not** have access to any resources other than those stipulated during this time.

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

- two sides of notes made from the preliminary material
- their brief.

Students **must not** have access to the intranet or internet and may only bring two 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 student's work is authenticated by the supervisor before it is submitted to NCFE. 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 the NCFE website to ensure they are the most up-to-date versions.

Providers, tutors or supervisors 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.

Assessment materials **must** be kept securely and **must not** be removed from the supervised environment.

Assignment 3

Assignment 3 is also completed under supervised conditions on dates and times set by NCFE.

Providers **must** ensure that their entire cohort of students complete **each** of the **two** sessions (2 hours per case study) for this, at the same time on the same day.

Any rest breaks **must** be supervised, and students **must not** have access to any resources other than those stipulated during this time.

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

- the insert provided by NCFE (Assignment 3 case study 2)
- their briefs.

Students **must not** have access to the intranet or internet and **must not** bring anything 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 student's work is authenticated by the supervisor before it is submitted to NCFE. 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 the NCFE website to ensure they are the most up-to-date versions.

Providers, tutors or supervisors 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.

Assessment materials **must** be kept securely and **must not** be removed from the supervised environment.

Instructions for completing and submitting the external assessment

The external assessment **must** be completed and uploaded for each student in the following way.

The evidence produced for each assignment should be collated into a clearly labelled folder (for example, 'assignment 1') before being placed within a single folder for submission. This single folder should be named using the following convention:

OSA (Provider_number)_(Student registration number)_(Surname)_(First name)

The submission of students' assessment evidence must be completed before the submission date specified for the assessment window. Tutors **must** ensure that students follow the file name conventions specified in the external assessment for each individual document / assignment.

Students **must** respond to **each** assignment individually and follow the document structure when submitting their evidence as per the evidence requirements section within each assignment. They **must not** combine responses for separate assignments.

Guidance for students

This guidance for students is available at the beginning of each Assignment Brief, and will broadly cover the following information.

Student instructions

- Read the assignment brief carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach the assignments within the OS.
- You are **not** permitted to bring in or use any material unless explicitly told to do so in any Preliminary Material. Any material will be checked for suitability by your supervisor.
- You **must** clearly name and date all of the work that you produce during each supervised session.
- You **must** hand over all of your work to your tutor at the end of each supervised session.

Student information

- The OS will assess your knowledge, understanding and skills.
- The combined marks from these assignments and the core component will be aggregated to form your final grade. The assignments for this OS are synoptic and compensatory.
- The maximum time you will have to complete all tasks for the OS is between 9 hours 30 minutes and 12 hours 30 minutes:
 - Your tutor will explain how this time is broken down per assignment and will confirm with you if individual assignments need to be completed across multiple sessions.
 - At the end of each supervised session, your tutor will collect all assessment materials before you leave the room.
 - You **must not** take any assessment material outside of the room (for example, via a physical memory device).
 - You **must not** upload any work produced to any platform that will allow you to access materials outside of the supervised sessions (including email).
- You can fail to achieve marks if you do not fully meet the requirements of the assignment.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment being awarded 0 marks. For further information, refer to the Plagiarism in Assessments guidance located on the JCQ website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the AI Use in Assessments: Your role in protecting the integrity of qualifications guidance located on the JCQ website.

Presentation of work

- All of your work should be completed electronically using black font, Arial size 12 pt unless otherwise specified.
- Any work not produced electronically must be agreed with your tutor, in which case the evidence you produce should be scanned and submitted as an electronic piece of evidence.
- All of your work should be clearly labelled with the relevant assignment number and your student details and be legible (for example, front page and headers).
- Electronic files should be given a clear file name for identification purposes; see assignments for any relevant naming conventions.
- All pages of your work should be numbered in the format page X of Y, where X is the page number and Y is the total number of pages.
- You **must** complete and sign the External Assessment Cover Sheet (EACS) – declaration of authenticity form – and include it at the front of your assessment evidence.
- You **must** submit your evidence to the supervisor at the end of the session.

Performance outcome (PO) coverage

Assignment 1

PO1

- S1.1 Work closely with teachers to ensure own contribution aligns with the teaching
- S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons
- S1.3 Provide clear and accurate explanations of instructions, processes and concepts
- S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding
- S1.5 Embed strategies for effectively managing behaviour in line with the school's policy

PO2

- S2.1 Deliver appropriate interventions to support progress for identified pupils
- S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters
- S2.3 Contribute to the assessment process and use information effectively
- S2.7 Support pupils in developing ownership of their learning and education through student-led approaches
- S2.10 Identify and use unplanned opportunities to develop mathematical understanding
- S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach

PO3

- S3.5 Support pupils to use technology safely
- S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences
- S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved
- S3.12 Assist pupils to create goals and targets to support their development
- S3.13 Support the development of personal, social and emotional skills within the areas of learning and development
- S3.14 Encourage pupils to make decisions and informed choices

PO4

- S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum
- S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions
- S4.9 Support pupils with special educational needs or disabilities
- S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning
- S4.11 Support the development of pupils' positive self-concept
- S4.13 Promote equality of opportunity and anti-discriminatory practice

Assignment 2

PO1

- K1.1 The intent, implementation and intended impact of each key stage of the school curriculum
- K1.2 How teacher- and student-led pedagogical strategies are used to deliver learning activities and interventions
- K1.3 The benefits of individual and group work, and the strategies that support this

K1.4 How to provide effective feedback, and how this supports and facilitates independent learning

K1.5 Factors that influence the selection of resources used to help identify and address weaknesses, consolidate strengths and develop individualised expectations

K1.6 How enrichment activities impact on children's education and development

K1.7 The key aspects of different theoretical and philosophical approaches that relate to outdoor education

K1.8 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments

S1.1 Work closely with teachers to ensure own contribution aligns with the teaching

S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons

S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding

S1.5 Embed strategies for effectively managing behaviour in line with the school's policy

S1.6 Use appropriate school computer systems and software

S1.7 Use technology to support educational development

S1.8 Facilitate learning outside of the classroom

PO2

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

K2.3 Factors that may impact on children's engagement, learning and development in reading, literacy and mathematics

K2.4 The pastoral and academic behaviours pupils may display, and factors that may indicate additional support is required

K2.5 The strategies used to promote mathematical thinking, and how they are applied

S2.1 Deliver appropriate interventions to support progress for identified pupils

S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters

S2.3 Contribute to the assessment process and use information effectively

S2.4 Apply relevant subject knowledge to support accurate assessment

S2.5 Apply strategies to enable pupils to progress and plan next steps

S2.9 Apply strategies and approaches to develop procedural fluency and conceptual understanding of mathematics

S2.10 Identify and use unplanned opportunities to develop mathematical understanding

PO4

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

K4.3 The impact of self-esteem on a pupil's self-management and educational development

K4.5 The responsibilities of parents and carers

K4.8 The potential barriers pupils may face in the learning environment

K4.9 How to support pupils to overcome potential barriers to access the curriculum

S4.1 Recognise and respond to causes for concern regarding a pupil's development

S4.2 Plan and provide activities to meet pupils' additional needs

S4.3 Differentiate work provided by the teacher to support pupils' needs

S4.4 Support in the delivery of education, health and care plans (EHCPs)

S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum

S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions

S4.7 Support pupils' social inclusion

S4.8 Provide opportunities that allow pupils to experience a sense of achievement and encourage independence

- S4.9 Support pupils with special educational needs or disabilities
- S4.10 Support pupils' confidence and self-esteem in order to help them manage their own learning
- S4.12 Provide social and physical support to pupils as required
- S4.14 Provide support to bilingual pupils, or those with English as an additional language (EAL), to ensure they are able to access the full curriculum
- S4.15 Support approaches that value a pupil's home language and support them to acquire English

Assignment 3

PO1

- K1.1 The intent, implementation and intended impact of each key stage of the school curriculum
- K1.2 How teacher- and student-led pedagogical strategies are used to deliver learning activities and interventions
- K1.3 The benefits of individual and group work, and the strategies that support this
- K1.4 How to provide effective feedback, and how this supports and facilitates independent learning
- K1.5 Factors that influence the selection of resources used to help identify and address weaknesses, consolidate strengths and develop individualised expectations
- K1.6 How enrichment activities impact on children's education and development
- K1.8 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments
- S1.1 Work closely with teachers to ensure own contribution aligns with the teaching
- S1.2 Ensure regular communication with teachers to provide clarity and consistency of role within lessons
- S1.3 Provide clear and accurate explanations of instructions, processes and concepts
- S1.4 Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding
- S1.5 Embed strategies for effectively managing behaviour in line with the school's policy
- S1.6 Use appropriate school computer systems and software
- S1.7 Use technology to support educational development

PO2

- K2.1 Approaches to planning for learning and how they are used in practice
- K2.3 Factors that may impact on children's engagement, learning and development in reading, literacy and mathematics
- K2.4 The pastoral and academic behaviours pupils may display, and factors that may indicate additional support is required
- K2.5 The strategies used to promote mathematical thinking, and how they are applied
- K2.6 The strategies used to promote literacy and language development, and how they are applied
- S2.1 Deliver appropriate interventions to support progress for identified pupils
- S2.2 Apply pedagogical understanding to deliver / lead small-group teaching within clearly defined / planned parameters
- S2.3 Contribute to the assessment process and use information effectively
- S2.6 Apply appropriate strategies to enable pupils to access and engage in learning
- S2.7 Support pupils in developing ownership of their learning and education through student-led approaches
- S2.8 Apply appropriate strategies to support the development of literacy
- S2.9 Apply strategies and approaches to develop procedural fluency and conceptual understanding of mathematics
- S2.10 Identify and use unplanned opportunities to develop mathematical understanding
- S2.12 Work collaboratively with a variety of professionals as part of a multi-agency approach

PO3

- K3.1 How different factors can contribute to a pupil becoming physically or psychologically at risk
- K3.3 The importance of sharing relevant information in a timely and appropriate manner with the safeguarding lead
- K3.4 How to promote the safe use of technology and the web
- K3.5 The four areas of risk pupils may encounter when online
- K3.7 Signs of common illnesses and infections and the associated symptoms
- K3.8 How illnesses and infections are spread, and effective practice to prevent and control infection
- K3.9 The responsibilities and limitations of their role when responding to accidents and emergencies
- K3.10 How a range of factors can contribute to pupils' wellbeing
- K3.11 The signs that may indicate a pupil needs support
- K3.17 How a pupil's ability to relate to others may positively impact their own emotional wellbeing and resilience
- K3.18 The behavioural signs that a pupil may display and possible implications
- K3.19 Factors that may affect pupils' behaviour
- K3.22 The importance of pupils challenging and testing their own abilities to enhance self-esteem
- K3.24 How opportunities support a pupil's development of self-efficacy
- K3.25 The importance of giving pupils independence and control
- K3.26 The importance of recognising and rewarding positive behaviour
- K3.28 The expected levels of self-reliance and social behaviour at different ages and developmental stages
- S3.1 Comply with policies and procedures for sharing confidential information
- S3.2 Recognise and respond to causes of concern regarding a pupil's wellbeing
- S3.3 Implement the requirements of, and comply with, legal obligations within scope of practice
- S3.4 Maintain accurate and coherent records and reports that conform to data protection requirements
- S3.5 Support pupils to use technology safely
- S3.9 Ensure that the environment is nurturing and safe to effectively inspire and develop positive learning experiences
- S3.10 Use appropriate strategies to prepare and support pupils during transitions and significant life events
- S3.11 Use appropriate strategies to support pupils' disappointment when expectations have not been achieved
- S3.12 Assist pupils to create goals and targets to support their development
- S3.13 Support the development of personal, social and emotional skills within the areas of learning and development
- S3.14 Encourage pupils to make decisions and informed choices
- S3.15 Support pupils to develop strategies to manage their own behaviour
- S3.16 Recognise and respond to patterns and triggers of inappropriate behaviours to pre-empt problems

PO4

- K4.2 Common types of cognitive difficulties and how they may impact on language development, communication, behaviour and education
- K4.8 The potential barriers pupils may face in the learning environment
- K4.9 How to support pupils to overcome potential barriers to access the curriculum
- S4.1 Recognise and respond to causes for concern regarding a pupil's development
- S4.2 Plan and provide activities to meet pupils' additional needs
- S4.4 Support in the delivery of education, health and care plans (EHCPs)
- S4.5 Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum
- S4.6 Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions
- S4.7 Support pupils' social inclusion

- S4.8 Provide opportunities that allow pupils to experience a sense of achievement and encourage independence
- S4.9 Support pupils with special educational needs or disabilities
- S4.10 Support pupils' development of confidence and self-esteem in order to help them manage their own learning
- S4.11 Support the development of pupils' positive self-concept
- S4.12 Provide social and physical support to pupils as required
- S4.13 Promote equality of opportunity and anti-discriminatory practice
- S4.14 Provide support to bilingual pupils, or those with English as an additional language (EAL), to ensure they are able to access the full curriculum
- S4.15 Support approaches that value a pupil's home language and support them to acquire English

Structured Observation Schedule Form

T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)			Student	[name and ID]
	Date	Time	Industry placement	[name and address]
Structured observation 1				
Structured observation 2				
Structured observation 3				

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	30 June 2026	31 July 2026

Document information

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