



# T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

## Assisting Teaching

All assignments

Provider guide

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## Provider guide

All assignments

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## About this document

This guidance has been produced in order to support with the delivery of the T Level in Education and Childcare occupational specialism. In particular, with the elements of the course where tutors have requested additional support during the first full series of the specifications. It is not intended to replace the specification documents but should be used in conjunction with them.

This document addresses all assessments for the Assisting Teaching occupational specialism.

## Introduction

The aim of the assessments is for students to have the opportunity to use their knowledge gained from the specialist components to demonstrate the knowledge and skills they have gained. The assessment methods vary across the assessments to allow students to express their knowledge and skills gained in a valid and reliable way and for them to be able to demonstrate threshold competency.

NCFE provides instructions for each of the assessments and providers should follow them. Providers must purchase essential resources prior to the assessments taking place. A full equipment list can be found in the qualification specification.

## General information

The occupational specialism (OS) assessments are a set of synoptic assessments which are either externally set and externally marked, or externally set, internally marked and externally moderated.

The term 'synoptic assessment' refers to the combination of the 3 assignments in this OS component.

The term 'assessment' is used in the same way as 'assignment' but will often refer to specific properties of the assignment.

## 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

## Plagiarism

Plagiarism may result in the external assessment task being awarded a U grade.

For further guidance, refer to the student handbook, plagiarism in external assessment and the maladministration and malpractice policy located on the NCFE website.

## Access arrangements

Access arrangements enable students with special educational needs, disabilities, or temporary injuries to take our exams and assessments. Any of the listed tasks may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability.

It is important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; in most cases extra time (which should be applied for) or a change of recording mode (for example changing to handwritten submissions) are appropriate modifications.

We can make arrangements for disabled students and those with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed with us before the assessment by using our online application service. All access requests will be considered individually, and your application should outline what the student can do and how the activities will be adapted in order to meet the assessment criteria.

Adapted activities will not be accepted for assessment unless approved by NCFE. Providers can apply online on the NCFE website.

## Malpractice/maladministration

Students **must not** share the details of the assessment or details of their ongoing assessment evidence with peers in their or other providers once completed or during the completion of assessments within the set assessment windows. Provider staff should regularly remind their students about potential repercussions of breaches of security by referring to the NCFE guidance and regulations available on our website.

If at any time during an assessment there is a violation of these regulations, the designated person has the right to stop the assessment immediately; this decision must only be made in exceptional circumstances where malpractice is irrefutable. Once stopped, no allowance can be given retrospectively if the decision is deemed invalid.

If malpractice occurs during an assessment, providers should inform NCFE immediately with a report of what occurred – please see the notification if malpractice form available on our website.

If any of the regulations are breached by a student or other persons involved in the conduct of the assessment, then NCFE may declare the assessment void.

In the event of a suspected or actual breach of these regulations by students:

- the work completed by the students concerned and any unauthorised materials (if applicable) must be confiscated from the students and given to the relevant persons as noted in the guidance and regulations document
- all students suspected of breaching these regulations should be instructed to leave the supervised/assessment environment immediately, if appropriate to do so, causing the least amount of disruption to other students
- NCFE should be informed immediately of any irregularity via a phone call or email
- the provider should conduct its own investigation into the incident and report the incident and their findings to us using the NCFE notification of malpractice document on our website

NCFE reserves the right to investigate each case of alleged or actual malpractice/maladministration committed by a student, provider or other persons involved in the conduct of the assessment in order to establish all of the facts and circumstances surrounding the case. The investigation will be carried out in accordance with NCFE's maladministration and malpractice policy.

## About this assessment

The Assisting Teaching OS is assessed synoptically with a suite of 3 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 and/or tasks. This will allow the student to

demonstrate that they have met a level of threshold competence across the performance outcomes (POs) of the OS.

The assessment methods vary across the assignments to allow students to demonstrate the knowledge and skills they have acquired throughout their learning and experience.

The assessments validly and reliably allow the student to be able to demonstrate, at the end of the qualification, the threshold competency gained in order to progress into employment or into higher education.

NCFE provides instructions for each of the assessments, and these must be followed by T Level providers.

Essential resources for each assessment, where applicable, must be purchased by the provider prior to the assessments taking place. The resources required for each assessment will be taken from the exemplar/broader range of resource requirements outlined in the qualification specification however, attention should be given to any particular resource specific requirement within this document.

The synoptic assessment for this OS 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 authentic to the roles that they may take on in future employment.

## What is 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 technical qualification 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

## What is synoptic assessment?

A 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.

## What will students be assessed on?

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.

<b>PO2</b>	Plan, provide and review educational opportunities in collaboration with teachers and other adults
<b>PO3</b>	Safeguard and promote the health, safety and wellbeing of children and young people
<b>PO4</b>	Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum

## Assessment structure

The following synoptic assessment, comprised of 3 assignments, has been designed to test to what extent a student can meet the skills and underpinning knowledge required to achieve threshold competence as an assisting teacher.

The technical qualification (TQ) will comprise of the following assessments, which will assess the knowledge and skills gained from the occupational specialist component:

	Subcomponent	Assessment time	% weighting	Raw marks	Assessment conditions	Marking
<b>Occupational specialism</b>	Assignment 1: Planning activity	2 hours and 30 minutes	25%	55	Supervised	External
	Assignment 2: Observation of skills on the industry placement	N/A	50%	203	Observation	Internally marked and externally moderated
	Assignment 3: Analysis and evaluation of case studies	4 hours	25%	100	Supervised	External
	<b>Component total</b>	<b>6 hours 30 minutes (plus time taken to complete Assignment 2)</b>	<b>100%</b>	<b>358*</b>		

\*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.

The guidance below explains the nature of this assessment and should be used alongside the general guidance provided in this document, the qualification specification and live assessment materials (once available).

The synoptic assessment consists of 3 assignments covering the following areas:

1. A 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 further guidance (within this document) are for students and tutors to show how the assignments are expected to be delivered.

Evidence produced by students for the assignments will be sent to NCFE for marking or moderation where applicable. 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.

This assessment consists of:

- assignment 1:



- preliminary material
- planning activity: 2 hours 30 minutes
- assignment 2: structured observations of skills on industry placement
- assignment 3: analysis and evaluation of case studies: 4 hours

This synoptic assessment must be completed for a student to achieve the T Level Technical Qualification in Education and Childcare with the Assisting Teaching occupational specialism.

Assignments 1, 2 and 3 are designed to assess student's knowledge, understanding, and skills in an occupationally authentic and practical context across the performance outcomes (POs) of this technical qualification (TQ) and contributes to the student's overall grade.

## Marks

Marks available for each assignment are detailed below.

Assignment		Marks*	Weightings (%)**
1	Planning activity	55	25%
2	Observation of skills on the industry placement	203	50%
3	Analysis and evaluation of case studies	100	25%
<b>Total</b>		<b>358*</b>	<b>100%</b>

\*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.

\*\*The weightings shown represent the weighted value of each assignment and are not a reflection of the number of marks per assignment as a percentage of the total marks available.

## Assessment timings

Assessment delivery guidance can be found for each assignment in the assignment and task specific guidance section.

## Assessment windows and dates

For Assisting Teaching new versions of assignments 1 and 3 will be produced for each assessment window.

Assignment 1 will be available as a dated assessment, set between 1<sup>st</sup> March and 30<sup>th</sup> April each year. Assignment 1 will be released on a particular date each year for delivery over a window. 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. 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 2 will be available from the start of delivery, to allow planning of observations at any appropriate point during a window from 1 February to 30 April on the industry placement. 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 3 will be available as a dated assessment, set between 1<sup>st</sup> March and 30<sup>th</sup> April each year. 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.

All assignments are **unseen**. All assessment materials or knowledge of any assessment materials should not be provided to the student until the specified day and start time of each assessment.

## Assessment conditions

The Assisting Teaching OS consists of 3 separate assignments.

The assignments are set by NCFE and administered by you, the provider, and externally marked by NCFE examiners (unless stated otherwise).

The assignments will be released to providers for planning, preparation and set up only, in advance of the windows and not for teaching and learning purposes, or to be given to the students to prepare:

- assignment 1 is completed under supervised conditions over a period of a week-long assessment window, specified by NCFE
  - this assessment is externally marked
  - evidence for assignment 1 must be returned to NCFE for marking after completion
- assignment 2 will be delivered within a 3-month window specified by NCFE
  - this assessment is provider marked with an industry placement observation or professional discussion and NCFE externally moderated
- assignment 3 will be delivered within a window under controlled conditions during one supervised session - there will be set date and time for all students, specified by NCFE
  - evidence for assignment 3 must be returned to NCFE for marking after completion

For Assisting Teaching assignment 1, students are permitted to take research into the assessment based on the pre-release material. The student is allowed to bring in 2 pages of their own research into assignment one.

Assessment conditions guidance can be found for each assignment in the assignment and task specific guidance section.

Students must complete the OS assessments independently and under supervised conditions, as per the guidance within the assignment and task specific instructions section.

Students and tutors are required to sign one declaration of authenticity to confirm that the work is their/the student's own. A single declaration form is sufficient for the whole project. The declaration forms can be found at 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 was found not to be the student's own work. Tutors must be aware that by signing the declaration, they are validating it is the student's own work.

Where appropriate, tutors must retain students' research 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 tutor 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.

Students will be asked not to share the details of the assessment with peers at their own or with other providers. Inevitably there may be some advantage to students who take the assessment at the end of the assessment window, but this is considered to be minimal given the narrow window. Staff and students will be regularly reminded about potential repercussions of breaches of security as per the NCFE Regulations for the Conduct of External Assessment.

External assessment materials should be securely stored between supervised sessions. Students must not have access to this area between the supervised sessions, including electronic files.

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

Students are not allowed to bring any prepared materials into the supervised sessions unless otherwise stated in the assessment specific instructions. This **must** be monitored by providers.

Appendices should not be included and will not be marked unless specifically required from the task instructions.

Students are not allowed access to any online cloud storage or email and chat services during the assessment, this should be monitored by the providers.

NCFE recognises that some providers deliver to very large cohorts, in such cases staff and physical resources will similarly have been scaled up during teaching and learning to cope with a large cohort. On balance, we consider this option to be both sensible in terms of security of assessment and manageable for providers.

Digitally produced work, such as audio recordings, need to be securely stored using a file naming convention framework including provider name, provider number, student name, student number, assignment number and task number.

## Plagiarism

Plagiarism may result in the external assessment task being awarded a U grade. For further guidance, refer to the maladministration page on the NCFE website.

## 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

## Assessment delivery

Assessment delivery guidance can be found for each assignment in the assignment and task specific guidance section.

## Resources and equipment

The resources required for each assessment will be available in the specific guidance for each assignment in this document. These requirements will be in line with the resources specified in the qualification specification and as such, students should be familiar with these as they should be used during the delivery of the qualification.

## 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 1: planning activity

There is one task in this assignment and a preliminary task which 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.

### Timing

2 hours 30 minutes

### Marks available

The maximum number of marks available for this assignment is 55.

## Task 1:

### Timings

2 hours 30 minutes

### Marks available

The maximum number of marks available for this task is 55.

## Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task. Centres may provide additional equipment not listed below to allow the student to complete the assessment task:

- preliminary research conducted by the student up to a maximum of 2 sides of A4 paper

## Assessment conditions

Assignment 1 includes pre-release material which can be taken into the assignment. This pre-release material is given one-week before the assignment and the students have the one-week to prepare their research using materials such as the internet, magazines and books. Students may bring up-to 2 sides of A4 research notes from this preliminary task into the assignment. Students must ensure that all the materials prepared can be identified as their own work.

Students must complete the assignment independently and under supervised conditions in one session. The student **must not** have access to the internet during Assignment 1.

Students must complete this task independently and under supervised conditions.

At the end of the time limit for this task, the tutor 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.

Students must:

- remain at their desk for the duration of the assessment, with all materials made available
- work in silence and ask permission discreetly to leave the room for essential comfort activities only, keeping distraction of other students to a minimum
- only leave the assessment room individually during the assignment

## Evidence requirements

- completed Assisting Teaching Assignment 1 – question paper

## Assessment delivery guidance

### ***Preliminary material***

The preliminary material will be sent to providers one-week ahead of the assessment window. This one-week assignment window will be specified by NCFE.

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

### ***Planning activity***

Providers must ensure that their entire cohort of students complete the 2 hours and 30 minutes 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 External assessment cover sheet (EACS) - declaration of authenticity forms 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 EACS form is available on the NCFE website.

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

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](http://www.qualhub.co.uk) to ensure they are the most up to date versions.

## **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.

### **Timing**

8-10 hours

### **Marks available**

The maximum number of marks available for this assignment is 203.

### **Assessment conditions**

The student will be assessed during a planned observation, on the Industry placement, to allow demonstration of relevant skills. All assessment judgements are made by an assessor directly observing the student at the time or engaging the student in professional discussion. This reflects the requirement to authentically evidence the student's skills.

# Assignment 3: analysis and evaluation of case studies

## Timings

4 hours

## Marks available

The maximum number of marks available for this task is 100

## Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task. Centres may provide additional equipment not listed below to allow the student to complete the assessment task:

- the insert provided by NCFE

## Assessment conditions

Students must complete this task independently and under supervised conditions. The student **must not** have access to the internet.

At the end of the time limit for this task, the tutor must collect all evidence and any other materials before students leave the room to ensure that no student takes any external assessment material or assessment evidence out of the room.

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

Students must:

- remain at their desk for the duration of the assessment, with all materials made available
- work in silence and ask permission discreetly to leave the room for essential comfort activities only, keeping distraction of other students to a minimum
- only leave the assessment room individually during the assignment

## Evidence requirements

- completed Assisting Teaching Assignment 3 – question paper

## Assessment delivery guidance

Providers may schedule supervised rest breaks during the 4 hours. Any rest breaks must be supervised, and students must not have access to any resources during this time. assessment materials must be kept securely and must not be removed from the supervised environment.

Students are required to sign External assessment cover sheet (EACS) - declaration of authenticity forms 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 EACS form is available on the NCFE website.

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.

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](http://www.qualhub.co.uk) to ensure they are the most up to date versions.



## Appendices: assignment coverage tables

### Appendix 1: 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

## Appendix 2: 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

## **Appendix 3: 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

## **Document information**

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Owner: Head of Assessment Design