

T LEVEL TECHNICAL QUALIFICATION IN EDUCATION AND CHILDCARE (LEVEL 3) (DELIVERED BY NCFE) (603/5829/4)

**Approach to awarding for summer 2021**

Qualification reference number(s)	Qualification title(s)
603/5829/4	T LEVEL TECHNICAL QUALIFICATION IN EDUCATION AND CHILDCARE (LEVEL 3) (DELIVERED BY NCFE)
Summary of changes	<p>V4 14.04.21</p> <p>Updated to confirm that the Employer Set Project and topic test materials are now available. Previous version title 'AT TQ 60358294 V3'.</p> <p>V3 – 31.03.21</p> <p>Updated to provide additional information on use of teacher assessed grades for externally assessed components. Previous version title 'AT TQ 60358294 V2'.</p> <p>V2 - 22.02.21</p> <p>The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21. Previous version title 'AT TQ'.</p>
Qualification Purpose	The purpose of the T Level Technical Qualification in Education and Childcare is to ensure students have the knowledge and skills needed to progress into skilled employment or higher-level technical training relevant to the T Level.

## Assessment approach

Assessment	Approach following autumn 2020 adaptations	Approach for summer 2021
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The approach to assessments for awarding in summer 2021.</i>
Core Exam	<p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>We recognise that at different points throughout the year, centres may not be able to stage invigilated assessments as they normally would.</p> <p>To support centres on top of the additional adaptations already confirmed, we:</p> <ul style="list-style-type: none"> <li>• have updated our special consideration process to accommodate circumstances where students need to self-isolate and cannot attend scheduled assessments</li> <li>• are currently considering whether our remote invigilation solution is suitable for students to sit assessments remotely</li> <li>• are also forging a partnership that will enable centres to access a national network of test centres so that students can still sit invigilated assessments where centres' own facilities are inaccessible for pandemic-related reasons.</li> </ul> <p>We will provide centres with more information on which assessments are / will be available through our online platform, our remote invigilation and test centre network as soon as possible.</p>	<p>Set date and time assessments from February 2021 onwards are cancelled.</p> <p>The core exam for the T Level Technical Qualification in Education and Childcare is in scope for the issuing of results on the basis of teacher assessed grades (TAGs).</p> <p>We have worked together with Ofqual, the DfE, the Institute for Apprenticeships and Technical Education and other awarding organisations to agree common approaches to teacher assessed grades for this qualification.</p> <p>Teaching and learning should continue as much as possible as all completed work can be used to contribute to a teacher assessed grade.</p> <p>The teacher assessed grade (TAG) should be submitted at a sub-component level. Providers should submit a single grade* for the core exam sub-component.</p> <p>NCFE have issued topic tests and mark schemes for the core exam sub-component, along with updated grade descriptors and marking guidance, these are available on the qualification page of QualHub.</p>

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		<p>These topic tests cover different content areas for the core exam and can be used to inform a judgement on the student's grade for this sub-component.</p> <p>More information on the awarding processes for NCFE qualifications in summer 2021 can be found in the <b>Approach to Alternative Awarding Arrangements 2020/21</b> document, which can be found on our website <a href="#">here</a>.</p> <p>* Each available grade will be assigned the midpoint on the Uniform Mark Scale (UMS) by NCFE. NCFE will publish a grade table to show how sub-component grades will be combined to give the overall grade for the core component of the TQ.</p>
Employer-set project	<p>Our new Technical Qualification in Education and Childcare includes an externally assessed, employer-set project.</p> <p>The purpose of the project is to ensure that students can apply their knowledge and skills to develop a substantial piece of work in response to an employer-set brief.</p> <p>The brief and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.</p> <p>The assessment must be completed in 12 hours where the centre arranges supervised periods of external assessment within that set window.</p> <ul style="list-style-type: none"> <li>We have updated our assessment variation process to allow centres to use additional test centre locations.</li> </ul>	<p>The employer-set project for the T Level Technical Qualification in Education and Childcare is in scope for the issuing of results on the basis of teacher assessed grades (TAGs).</p> <p>We have worked together with Ofqual, the DfE, the Institute for Apprenticeships and Technical Education and other awarding organisations to agree common approaches to teacher assessed grades for this qualification.</p> <p>Teaching and learning should continue as much as possible as all completed work can be used to contribute to a teacher assessed grade.</p> <p>The teacher assessed grade (TAG) should be submitted at a sub-component level i.e. Providers</p>

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		<p>should submit a single grade* for the employer-set project.</p> <p>NCFE have issued additional sample assessment materials for the employer-set project, these can be used to generate evidence for teacher assessed grades this summer.</p> <p>We have also created guidance to support providers in delivering the tasks independently of each other and we will issue updated grade descriptors and marking guidance. All documentation is available on the qualification page of QualHub.</p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to a teacher assessed grades for this qualification and more information can be found in the <b>Approach to Alternative Awarding Arrangements 2020/21</b> document, which can be found on our website <a href="#">here</a>.</p> <p>*Each available grade will be assigned the midpoint on the Uniform Mark Scale (UMS) by NCFE. NCFE will publish a grade table to show how sub-component grades will be combined to give the overall grade for the core component of the TQ</p>
Synoptic assignments and observation of skills assessment within occupational specialisms of the Technical Qualification	<p>These occupational specialisms are externally assessed through synoptic assignments, except for the observation element, which is internally marked by centres and externally moderated by NCFE.</p> <p>Synoptic assignments will assess the knowledge, understanding, skills and behaviours required to achieve</p>	<p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Wherever we can do so without compromising student progression or wider regulatory requirements, we will look to:</p>

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<p>in Education and Childcare</p>	<p>threshold competence in the student's chosen occupational specialism.</p> <p>The industry placement will be used to assess skills for both occupational specialisms. We have already agreed that, where the implications of the pandemic mean that it is not possible for students to complete all of the required placement hours, centres should focus on learning outcomes – including relevant skills and behaviours.</p> <p>We do still require that placement hours are recorded.</p>	<ul style="list-style-type: none"><li>• ensure students complete a minimum of 415 placement hours of which 100 must be guided learning hours on placement to reflect the time needed for students to develop the skills and knowledge required and for formative assessment to take place to demonstrate success</li><li>• require that centres do still record placement hours in the manner they otherwise would for the relevant qualification</li><li>• encourage centres to use available flexibilities and technology to capture evidence for students' portfolios or from observations.</li></ul>
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