



T Level Technical Qualification – provider guidance for Teacher Assessed Grades (TAGs)

Version 1.0 April 2021

Introduction

This guidance is for providers offering:

- T Level¹ Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE) (qualification number 603/5829/4)

This guidance should be used alongside NCFE's Approach to Awarding for 2020-21 which can be found at <https://www.ncfe.org.uk/covid-19-response-for-2020-21>.

This guidance is designed to support you when making a teacher assessed grading judgements for students on the Education and Childcare technical qualification.

This guidance consists of

- updated grading descriptors, with performance indicators – these can be found at the end of the document
- a grade aggregation table which will explain exactly how a student's sub-component grades will be aggregated to produce a final core component grade, subject to quality assurance processes
- support on use of topic tests and sample employer-set projects (ESPs)
- key dates.

What you need to do

Only students who are ready to progress to the next stage of their course after this year should be put forward for a teacher assessed grade.

Providers should submit a teacher assessed grade for each of the two sub-components that make up the core component of the T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE). The two sub-components are:

- The exam sub-component
- The employer-set project (ESP) sub-component.

Note that the exam sub-component normally consists of two separate exams. For the purposes of a teacher assessed grade for this sub-component, providers will only need to make one judgement and provide one teacher assessed grade.

Teacher assessed grades should be provided in the form of a grade judgement (from A*-U), and should be supported by relevant evidence, and a suitable rationale, as explained in NCFE's existing guidance in our Approach to Awarding 2020-21 document, linked above.

Dates

Providers should submit teacher assessed grades to NCFE, using the TAG portal, by 18 June. Results will be published to providers by 9 August, for release to students on 10 August.

¹ T Level is a registered trade mark of the Institute for Apprenticeships and Technical Education

Use of topic tests and sample employer-set projects (ESPs)

In line with the approach taken for general qualifications (GCSEs and A levels), we have provided topic tests and sample ESPs, including mark schemes, which can be used by providers to ensure they have appropriate evidence to support a grading judgement. These topic tests and sample ESPs can be found on our website.

The topic tests are split into tests covering specific subject areas (defined by Elements 1-12 in the core content of the T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE). Providers can choose to use topic tests that cover the areas of content they have been able to deliver, and therefore on which they can assess students.

The sample employer-set projects (ESPs) include tasks which can be used as a basis to assess those students who have received teaching on the relevant core skills.

Use of the provided topic tests and sample ESPs is optional, and they can be used in any way providers see fit to support teacher assessed grade judgements. The topic tests and sample ESPs can be used in any conditions (for example, they can be given to students to take and complete at home in their own time), but providers should consider carefully the usefulness of assessments completed outside of controlled conditions when thinking about their collection of evidence to support a teacher assessed grade judgement.

Grade descriptors and performance indicators

The table at the end of this document consists of the grade descriptors at grades A and E (taken from the T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE) qualification specification), with an additional descriptor at grade C.

This means detailed grade descriptors and guidance are available at every other grade, as follows:

Grade	Descriptor and performance indicators available?
A*	No
A	Yes
B	No
C	Yes
D	No
E	Yes
U	No

Providers should use these grade descriptors, and accompanying performance indicators, to support the judgement of a student's work, and to draw a conclusion regarding the 'best fit' against a grade. Where the majority of a student's characteristics, across a sufficient amount of evidence, match those descriptors and performance indicators for a given grade, that student can reasonably be said to be at that grade for that sub-component. Where a student is clearly above a given set of descriptors, but not quite reaching the set of descriptors above that (for example if they are clearly better than C, but not matching A), they can reasonably be said to be at the grade in between. Where a student has a range of characteristics across different grades, providers must take a holistic judgement on the student's standard, using all and any evidence available, and where necessary should consider the use of additional means to generate more evidence to ensure a safe judgement (for example use of topic tests or tasks from the sample ESPs).

In all cases providers should follow NCFE's guidance in the Approach to Awarding 2020-21 document.

For the purposes of using the grade descriptors to make a judgement against a student's evidence to complete a teacher assessed grade, some of the descriptors have been combined together. These are referenced in the Demonstration of attainment column.

The performance indicators columns (one each for the core exams and the ESP) describe the characteristics expected to be seen in a student's work if they were performing at that grade.

The performance indicator columns include guidance on additional supporting evidence that could be considered by providers when making teacher assessed grade judgements.

Grade aggregation table

The following table shows how sub-component grading judgements will be aggregated together by NCFE to give a final grade in August. This table is rules based, and there will be no deviation from these combinations of grades and the overall core component grade they result in.

The table takes into account the compensatory nature of the core component assessments (ie that strong performance in one sub-component can to some degree offset weaker performance in the other), and the relative weightings of the two sub-components, which in the case of the T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE) are 70% for the core exams, and 30% for the employer-set project (ESP).

In all cases, sub-component teacher assessed grades must have met NCFE's quality assurance requirements.

		Exam Sub-component TAG (70%)						
		A*	A	B	C	D	E	U
ESP Sub-component TAG (30%)	A*	A*	A	A	B	C	C	D
	A	A*	A	B	B	C	D	D
	B	A	A	B	C	C	D	E
	C	A	B	B	C	D	D	E
	D	A	B	C	C	D	E	E
	E	A	B	C	D	D	E	U
	U	B	B	C	D	E	E	U

Students will be allocated the mid-point of the UMS (uniform mark scale) range for any given sub-component grade, and this would be taken into account for the purposes of any future assessments (for example if a student re-sits one of the sub-component).²

More information on the UMS scale used for the core component can be found in the qualification specification for the T Level Technical Qualification in Education and Childcare (Level 3) (delivered by NCFE) at NCFE's QualHub.

² The U grade has a wider range of UMS points than other grades so using the mid-point in the range may disadvantage students. To mitigate this, the U-grade UMS value will be set the same number of UMS points below the E boundary that the E-grade mid-point is below the D boundary.

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
A	Effectively organise and present information clearly. Demonstrate skills appropriate to situations, supported by occupationally relevant examples and analysis. Demonstrate relevant and accurate use of occupationally relevant terminology. (1, 2 & 7)	<p>The student uses appropriate terminology confidently where required in short and extended response questions. Accurate terminology is used in relation to roles and responsibilities of professionals working within the sector. In relation to questions with scenarios, responses demonstrate accurate understanding of the skills and competencies required to practice effectively within the sector.</p> <p>The student demonstrates excellent organisational and presentation skills when structuring extended responses in the topic test.</p> <p>The student responds accurately to the command verbs in questions. The student's responses are detailed and appropriate to the requirements of the question.</p> <p>Supporting evidence may be found in the way the student responds to tasks set in class. At this level, students will consistently approach tasks in an organised and coherent way. Occupationally relevant vocabulary will be used in class discussions and written work. Written work will demonstrate evidence of effective planning and be presented in a clear and logical way.</p>	<p>The student demonstrates excellent organisational and presentation skills when structuring information related to the tasks. Responses to tasks are supported by occupationally relevant examples. The information detailed in the plans is coherent and presented in a clear and logical way. The plans (AT - Intervention plan) (EYE - support and activity plan) show reasoned judgements where the rational and implementation closely link to the expected developmental outcomes. The plans could be easily picked up and carried out by another occupationally competent practitioner. There is excellent analysis including justification of the approach/ intervention applied in creating the support plan for the child/pupil.</p> <p>Peer feedback is well presented and organised in a coherent way. When feeding back to peers in Task 2, the student uses accurate occupationally relevant terminology and interpersonal skills that are appropriate to the situation.</p> <p>Supporting evidence may be found in the way the student contributes to class tasks and discussions. At this level, students will be able to challenge one another constructively in class-based tasks and activities. The student will have an excellent command of sector specific vocabulary that is used in context. Ideas are well organised and clearly expressed.</p> <p>Where students have been in placement, placement and/or assessor feedback can be used to support judgements regarding competencies, skills and attainment.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Demonstrate comprehensive understanding of sector relevant concepts, processes/procedures and principles and apply these appropriately to familiar and unfamiliar contexts. Use relevant knowledge and skills to construct a reasoned argument and make substantiated judgements to reach valid conclusions. (3, 6 & 9)</p>	<p>The student demonstrates accurate and comprehensive understanding of concepts, processes and procedures throughout responses to short and extended questions. The student applies theory to practice and demonstrates understanding of situations that they may be unfamiliar to them, for example, age and stage appropriate understanding in responses to questions regarding an age range they have no experience of working with.</p> <p>The student's work is effectively supported with relevant examples with reasoned justifications to form valid conclusions. The student considers principles and concepts taught in the core elements, holistically drawing on knowledge from various elements to widen their understanding of how these may be applied in practice to effectively meet the needs of children and young people.</p> <p>Supporting evidence may come from student's written work across a range of work-based products and class-based activities, particularly in relation to case studies.</p>	<p>The student demonstrates a comprehensive understanding of the factors that may contribute to the needs of the child/pupil. The student can consider the requirements of the pre-release activity effectively and work within the ESP tasks reflects this. The student can accurately apply wider understanding of the factors that may be contributing to the developmental needs of the child/pupil.</p> <p>The student provides a thorough explanation of how the planned activity (task 1b) links to the wider curriculum and links are accurately made to underpinning theory, concepts and pedagogy.</p> <p>The student applies information provided in the child profile and the child progress review to own understanding of factors for consideration in the pre-release task. The student applies own knowledge and understanding, as well as own research, to the information provided, to inform their planning for the child/pupil.</p> <p>Supporting evidence may be drawn from the way students approach class-based tasks, particularly case studies. At this level, students consistently demonstrate comprehensive understanding of concepts, processes/procedures and principles. The student makes clear, effective and reasoned justifications within responses for class tasks where ideas link together to demonstrate a holistic understanding related to contexts within the sector.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Accurately select and use appropriate, sector relevant mathematical skills. Critically analyse most information and data, supported with relevant examples. (4&5)</p>	<p>The student selects and uses appropriate mathematical skills to accurately solve the maths question in the topic test. A correct method of reaching the calculation is clearly shown within the answer.</p> <p>Data and information are critically analysed to draw conclusions and acknowledge practical approaches required in the situation. Relevant examples support ideas and opinions.</p> <p>Supporting evidence may be found in the way the student has approached tasks and activities. At this level, the student will use mathematical skills accurately when planning work or designing posters, work products and displays.</p> <p>The student will use varied mathematical language when attempting class-based tasks and activities.</p>	<p>The student will accurately interpret numerical data from the child profile and individual progress review in the project brief and use all data alongside own understanding of ages and stages of development to create a developmentally appropriate support plan for the child/pupil.</p> <p>The student will critically analyse peer activity plans for Task 2a and feedback to peers constructively, giving useful examples of strengths and areas for improvement.</p> <p>Supporting evidence may be found in the student's written, class-based work where case studies have been critically analysed, particularly in relation to ages and stages of development. Analysis will be consistent and supported by relevant practical examples.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Reflect and comment effectively on own strengths and limitations to identify developments for improved future practice. (8)</p>	<p>Whilst students may not have an opportunity to demonstrate this attainment in responses to short or extended questions; judgements may be made against the student's approach to class-based activities, mock exams and end of unit tests. At this level, the student will seek constructive feedback. Discussions with teachers and peers will clearly show how tasks have been approached and how improvements could be made for future practice. The student's work will show consistent progression and achievement in class tests, mock exams and end of unit tests.</p>	<p>The student demonstrates effective use of constructive feedback given by peers to reflect on their plan and make improvements for Task 2b. The student can reflect on own strengths and limitations and discuss what went well /not so well. The student can identify their own developmental needs effectively and make suggestions for improved future practice.</p> <p>Supporting evidence may be found in class-based tasks and discussions where students have used feedback from others constructively to improve own performance and meet intended outcomes effectively.</p> <p>Where students are in placement, evidence can be collected from placement and/or assessor feedback. At this level, students will openly receive constructive feedback from others and use this to improve own practical performance. The student will demonstrate reflective skills when discussing own practice and work consistently towards identified targets to improve own practice.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
C	Present information in a mostly well organised way. Demonstrate skills appropriate to situations, though may lack consistency, often supported by occupationally relevant examples and some analysis. Demonstrate reasonable use of terminology that is usually occupationally relevant. (1, 2 & 7)	<p>The student usually uses appropriate terminology in short and extended response questions and/or in relation to roles and responsibilities of professionals working within the sector. In relation to questions with scenarios, responses demonstrate understanding of the skills and competencies required to practice effectively within the sector, though a lack of consistency may be evident.</p> <p>The student responds mostly accurately to the command verbs in questions. The student's responses have some detail and are mostly appropriate to the requirements of the question.</p> <p>Supporting evidence may be found in the way the student responds to tasks set in class. At this level, students often approach tasks in an organised way. Occupationally relevant vocabulary will be used often in class discussions and written work. Written work demonstrates evidence of some planning.</p>	<p>The student demonstrates good organisational and presentation skills when structuring information related to the tasks. Responses in tasks are supported by some occupationally relevant examples. The information detailed in the plans is mostly coherent and presented in a generally clear and logical way. The plans (AT - intervention plan) (EYE - support and activity plan) show some reasoned thought where the rational and implementation link to the expected developmental outcomes. The plans could be picked up and carried out by another occupationally competent practitioner. Responses, though at times inconsistent, demonstrate appropriate understanding of the skills and competencies required to practice effectively within the sector; specifically related to the developmental needs of children and young people (in the project brief)</p> <p>Peer feedback is presented in an organised way. When feeding back to peers in Task 2, the student uses some occupationally relevant terminology and/or interpersonal skills that are appropriate to the situation.</p> <p>Supporting evidence may be found in the way the student contributes to class tasks and discussions. At this level, students will be able to challenge one another in class-based tasks and activities. The student will use sector specific vocabulary, often in context. Ideas are well organised and expressed.</p> <p>Where students have been in placement, placement and/or assessor feedback can be used to support judgements regarding skills and attainment.</p>

	<p>Demonstrate reasonable understanding of sector relevant concepts, processes/procedures and principles and apply some of these to familiar and unfamiliar contexts mostly successfully. Use relevant knowledge and skills to make some substantiated judgements to reach valid conclusions. (3, 6 & 9)</p>	<p>The student demonstrates a reasonable understanding of ideas, processes and procedures throughout responses to short and extended questions. The student is mostly successful in applying theory to practice and shows some understanding of unfamiliar situations, for example, a reasonable level of age and stage appropriate understanding in responses to questions regarding an age range they have no experience working with.</p> <p>The student considers information to draw some valid conclusions. The student uses some evaluation or analysis to makes valid judgements related to legal requirements, professional responsibilities and/or best outcomes for children and young people. The student shows some understanding of sector principles and concepts and how these apply to practice to meet the needs of children and young people, supported by examples that are mostly relevant.</p> <p>Whilst supporting evidence may be found in short answer questions, it is most likely to be found in the student's responses to case studies or extended response questions. Supporting evidence may also come from student's written work across a range of work-based products and class-based activities, particularly in relation to case studies.</p>	<p>The student demonstrates a reasonable understanding of the factors that may contribute to the needs of the child/pupil in the ESP. The student considers most of the requirements of the pre-release activity and work within the ESP tasks reflects this. The student attempts to consider the factors that may be contributing to the developmental needs of the child/pupil but sometimes reasoning lacks clarity.</p> <p>Evidence will mainly be found in task 2 of the ESP. When discussing own plans and providing constructive feedback to peers, the student will construct an argument for their own rationale and their feedback to others. The student draws on some of the information in all elements of the task including the areas for consideration in the pre-release task, the child profile and the child progress review. There will be some evidence that valid conclusions have been made. Evidence may also be found in task 1b where students explain some links to the wider curriculum and to underpinning theory and/or pedagogy.</p> <p>The student links some of the information provided in the child profile and the child progress review to own understanding of factors for consideration in the pre-release task. The student applies some knowledge to the information provided to inform their planning for the child/pupil.</p> <p>Supporting evidence may be drawn from the way students approach class-based tasks, particularly case studies. At this level, students demonstrate some understanding of concepts, processes/procedures and principles. Students make some reasoned justifications within responses for class tasks where ideas link together to demonstrate understanding related to some contexts within the sector.</p>
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Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Select and use mostly appropriate, sector relevant mathematical skills. Critically analyse some information and/or data, usually supported with relevant examples. (4&5)</p>	<p>The student selects and uses mostly appropriate mathematical skills to attempt the maths question in the topic test. The full method of reaching the calculation may not be shown or may contain some inaccuracies.</p> <p>Data and information are analysed to draw some conclusions and acknowledge some practical approaches required in the situation. Relevant examples usually support ideas and opinions.</p> <p>Supporting evidence may be found in the way that students have approached tasks and activities. At this level, students will use mathematical skills mostly appropriately when planning their work or designing posters, work products and displays. Students will have a good command of mathematical language when attempting class-based tasks and activities.</p>	<p>Students will interpret some numerical data from the child profile and individual progress review in the project brief and use some data alongside own understanding of ages and stages of development to create a plan that is mostly appropriate for the child/pupil.</p> <p>There will be some critical analysis of peer activity plans for Task 2a and feedback to peers is mostly constructive with some examples of strengths and areas for improvement.</p> <p>Supporting evidence may be found in student's written and class-based work where some case study information has been analysed, particularly in relation to ages and stages of development. Analysis is evident and supported by some practical examples.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Reflect and comment on own strengths and limitations to identify some developments with some links to improved future practice. (8)</p>	<p>Whilst students may not have an opportunity to demonstrate this attainment in responses to short or extended questions; judgements may be made against the student's approach to class-based activities, mock exams and end of unit tests. At this level, students take on board constructive feedback. Discussions with teachers and peers show some reflection on tasks and how some improvements could be made in the future. The student's work shows steady progression and achievement in class tests, mock exams and end of unit tests.</p>	<p>The student demonstrates good use of constructive feedback given by peers to reflect on their plan for Task 2b. They can talk about own strengths and limitations and notice what went well /not so well. The student can identify some of their own developmental needs and make some links to improved future practice.</p> <p>Supporting evidence may be found in class-based tasks and discussions where learners have used feedback from others to steadily improve own performance.</p> <p>Where students are in placement, evidence can be collected from placement and/or assessor feedback. At this level, students will receive constructive feedback from others and use some of this to improve their practical performance. Students will demonstrate some reflective skills when discussing their practice and work steadily towards identified targets to improve own practice.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
E	<p>Organise and present information in an occasionally disorganised way. Demonstrate some skills appropriate to situations, though with limited consistency, supported by rudimentary examples and some acceptable analysis. Demonstrate some use of terminology but not in a consistently accurate or occupationally relevant way.</p> <p>(1,2 & 7)</p>	<p>The student uses some relevant terminology, though not consistently and sometimes inaccurately, in short and extended response questions. The student demonstrates limited organisational and presentation skills to structure extended responses in the topic test. Responses may be incoherent in places or lacking in direction. Responses demonstrate some appropriate understanding of the skills and competencies required to practice effectively within the sector; specifically in some of the short and extended scenarios.</p> <p>The student sometimes responds accurately to the command verbs in the questions. The student's responses and written work lacks detail and development, demonstrating implicit understanding.</p> <p>Supporting evidence may be found in the way the student responds to tasks set in class. At this level, the student often approaches tasks in a disorganised way. Occupationally relevant vocabulary is sometimes used in class discussions and written work, though there are some inaccuracies. Written work demonstrates limited evidence of planning skills.</p>	<p>The student demonstrates limited organisational and presentation skills when structuring information related to the ESP tasks. The tasks are supported with some occupationally relevant examples. The information detailed in the plans lacks detail and clarity. The plans (AT - intervention plan) (EYE - support and activity plan) show limited reasoned thinking and the rational and implementation may not closely link to the intended outcomes. To be used in practice by an occupationally competent practitioner, the plans would require additional clarification. Plans show narrow understanding of planning requirements within the sector. The student's plans are mostly age and stage appropriate, though do not always meet the requirements of the project brief.</p> <p>Peer feedback may be brief or disorganised. When feeding back to peers in Task 2, the student uses some relevant terminology and some interpersonal skills that are appropriate to the situation.</p> <p>Supporting evidence may be found in the way the student contributes to class tasks and discussions. At this level, students may find it difficult to challenge one another in class-based tasks and activities. The student may look to others for ideas and may only consider strengths or areas for improvement, not both. The student will use some sector specific vocabulary though it may not be used in context. Ideas may be disorganised.</p> <p>Where students have been in placement, placement and/or assessor feedback can be used to support judgements regarding skills and attainment.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Demonstrate basic understanding of sector relevant concepts, processes/procedures, though these may be applied in a limited way or not be applied appropriately to some familiar and unfamiliar contexts. Use some relevant knowledge and skills to make some judgements to reach conclusions. (3, 6 & 9)</p>	<p>The student demonstrates a basic understanding of ideas, processes and procedures throughout responses to short and extended questions. Whilst the student shows some knowledge of the principles and concepts that underpin practice within the sector, there is limited understanding of how these are applied to practice to meet the needs of children and young people. The student's application of theory to practice lacks clarity and appropriateness to the different situations and contexts in exam questions. For example, in responses, the student demonstrates a basic understanding of age ranges and contexts that are both familiar and unfamiliar to them. Statements are made but are not developed.</p> <p>The student considers limited information to draw own conclusions. The student makes few judgements related to legal requirements, professional responsibilities and/or best outcomes for children and young people, using limited skills of evaluation or analysis. Whilst evidence may be found in short answer questions, it is most likely to be found in the student's responses to case studies or extended response questions.</p> <p>Supporting evidence may also come from students written work across a range of work products and class-based activities, particularly in relation to case studies.</p>	<p>The student demonstrates a basic understanding of the factors that may contribute to the needs of the child or pupil in the ESP. Consideration of the requirements of the pre-release activity is limited. The student's plans are basic and relate only to information in the progress review without consideration of the wider factors that may be contributing to the developmental needs of the child/pupil. The rationale is basic with some judgements regarding the specific progress/developmental needs of the child/pupil. Evidence will mainly be found in task 2 of the ESP. When discussing own plans and giving constructive feedback to peers, the student constructs a limited argument for their own rationale. Feedback to others is brief and lacks clarity. There is limited evidence of wider application or drawing of information from across all areas of the ESP. Evidence found in task 1b may also be basic with some descriptive links to the wider curriculum or to underpinning theory and pedagogy.</p> <p>There is limited linkage between information provided in the child profile and the child progress review to own understanding of factors for consideration in the pre-release task. The student inconsistently applies own knowledge to the information provided to inform their planning for the child/pupil.</p> <p>Supporting evidence – at this level students will make limited contributions to class-based tasks and activities, particularly in case study activities where work lacks detail and only focuses on one or two parts of the task rather than acknowledging and taking a holistic approach.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	Use simple and appropriate, sector relevant mathematical skills. Limited analysis of information and/or data with limited use of relevant examples or application. (4&5)	<p>The student uses simple mathematical skills in relation to the maths question in the topic test. The method of reaching the calculation may not be shown or may contain inaccuracies.</p> <p>Supporting evidence may be found in the way the student has approached tasks and activities. At this level, the student may not be confident in referring to ages and stages of development, particularly in early years where months may be used instead of years. Student's own presentation of work, such as posters, leaflets or displays, shows little use of mathematical skills or organisation of tasks.</p>	<p>There will be limited evidence of student's interpretation of information from the child profile and individual progress review in the project brief. There will be limited evidence of own research and understanding of ages and stages of development may lack appropriateness to the plans that are created for the child/pupil in tasks 1a and 1b. The student's analysis of peer activity plans for Task 2a is limited and the student provides little constructive feedback to peers with few relevant examples of strengthens and areas for improvement.</p> <p>Supporting evidence may be found in the student's written and class-based work where case study information shows little evidence of analysis, particularly in relation to ages and stages of development. The student's work shows little evidence of analysis of information, ideas or research and there is limited relevance to practical application. Ideas presented may have limited relevance to the task such as setting, context or age range.</p>

Grade	Demonstration of attainment	Performance indicators for core exam questions	Performance indicators for ESP tasks
	<p>Comment on own strengths and limitations, identifying few developments with limited links to improved future practice. (8)</p>	<p>Whilst students may not have an opportunity to demonstrate this attainment in responses to short or extended questions, judgements may be made against the student's approach to class-based activities, mock exams and end of unit tests. At this level, students do not actively seek constructive feedback. Discussions with teachers and peers may lack clarity and not effectively show how tasks have been approached and how improvements could be made in the future. The student's work lacks evidence of consistent progression or achievement in class tests, mock exams and end of unit tests.</p>	<p>The student shows some evidence of reflection on peer feedback given in task 2b through consideration of own practice and strengths and weaknesses. There is some identification of what went well/not so well. Ways to improve future practice are limited.</p> <p>Supporting evidence may be found in class-based tasks and discussions where students have made some use of constructive feedback from others to improve own performance.</p> <p>Where students are in placement, evidence can be collected from placement and/or assessor feedback. At this level, students may find it difficult to identify strengths and areas for improvement to own practice. The student may lack initiative or progress may be slow.</p>

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Owner: Head of Assessment

Change History Record

This section summarises the changes to this document since the last version.

Version	Description of change	Date of Issue
1.0	Published final version	April 2021