

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 3 - Analysis and Evaluation of Case Studies

Mark scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question, and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

Performance outcomes

This assessment requires students to:

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 SEND, to support development and access to the curriculum

	Weighting	Marks
Performance outcome 1	10%	5
Performance outcome 2	10%	5
Performance outcome 3	50%	25
Performance outcome 4	30%	15
Total	100%	50

Case study 1 – Safeguarding and wellbeing

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

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

In your response to Jessica’s situation, you are required to:

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

PO1: – Support the Class Teacher to enhance children’s education, individually and in groups

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of ways to work effectively with the Class Teacher to support pupils’ engagement in the curriculum.</p> <p>Limited range of strategies to promote individual learning, group activity and, where relevant, independent learning are evident.</p> <p>Basic consideration of ways to communicate required information clearly to the Teacher and pupils.</p> <p>The response has some relevance to the task set, and is structured in a way that addresses the specific scenario to a limited degree.</p>	1–2
2	<p>Confident identification of ways to work effectively with the Class Teacher to support pupils’ engagement in the curriculum.</p> <p>Reasonable strategies to promote individual learning, group activity and, where relevant, independent learning are evident.</p> <p>Good consideration of ways to communicate required information clearly to the Teacher and pupils.</p> <p>The response is mostly relevant to the task set, and is structured in a way that addresses the specific scenario to a good degree.</p>	3–4

3	<p>Exceptionally well considered identification of ways to work effectively with the Class Teacher to support pupils' engagement in the curriculum.</p> <p>Highly sophisticated strategies to promote individual learning, group activity and, where relevant, independent learning are evident.</p> <p>Excellent consideration of ways to communicate required information clearly to the Teacher and pupils.</p> <p>The response is fully relevant to the task set, and is structured in a way that addresses the specific scenario to a very high degree.</p>	5
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Indicative content

Within the consideration of ways to communicate required information clearly to the teacher and Jessica, students may include:

- understanding of recognised methods of communication for example verbal, meetings, emails, written records
- discussion to show understanding of the importance and benefits of regular communication with the teacher
- the potential impact of effective communication when supporting Jessica's wellbeing
- the impact of potential barriers to communication with the teacher, for example: time constraints for the meeting and the impact of not communicating effectively
- the importance of recognising non-verbal communication through observation
- recognising and implementing the most appropriate types of communication to meet the needs of Jessica in order to build positive relationships
- consideration of adapting approaches that may not be working effectively

Within the consideration of ways to work effectively with the class teacher to support Jessica's engagement in the curriculum, students may include:

- understanding of the expected outcomes of the lesson and ways in which they meet the needs of Jessica
- the importance of clear guidelines concerning the role of the teaching assistant when supporting Jessica
- discussion relating to the importance of ensuring a consistent approach to the application of strategies implemented
- discussion to explain the importance of collaborating with the class teacher to implement strategies to support Jessica's engagement in lessons
- understanding of the impact wellbeing may have on Jessica's learning opportunities
- the review of any approaches that may need to be adapted if required

Performance outcome 2 – Plan, provide and review educational opportunities in collaboration with Teachers and other adults.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of contributing factors to the pupil's behaviour and/or situation and limited ability to analyse the impact of these factors.</p> <p>Basic understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Limited understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–2
2	<p>Sufficient identification of contributing factors to the pupil's behaviour and/or situation and ability to analyse the impact of these factors.</p> <p>Adequate understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Good understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	3–4
3	<p>Exceptional ability to identify contributing factors to the pupil's behaviour and/or situation and exceptional analysis of the impact of these factors.</p> <p>Highly sophisticated understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Excellent understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	5

Indicative content

Within the consideration of how Jessica's learning and development may be affected by environmental factors, students may include:

- financial resources
- housing issues
- employment issues
- care status.

Within the consideration of how reviewing planned activities informs ongoing strategies, students may include:

- consideration and use of formative and summative assessment data
- consideration of consultation with the teacher and other professionals
- consideration of consultation with the pupil
- awareness of the importance of record keeping.

Within the analysis of the negative impact of these factors, students may include:

- consideration of how these factors may affect behaviour, eg withdrawn behaviour, lacking in confidence, attention seeking
- consideration of problems with relationships (peer and family), lack of trust, need to talk
- consideration of the effects on academic work (inability to focus, school does not seem relevant).

Performance outcome 3 – Safeguard and promote the health, safety and wellbeing of children and young people.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has very little relevance to the task set, and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–5
2	<p>Sufficient identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Adequate analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Reasonable understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has some relevance to the task set, and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	6–10
3	<p>Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Good understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is mostly relevant to the task set, and is structured in a way that addresses the specific scenario to a good degree.</p>	11–15
4	<p>Highly developed identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Very good analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Very good understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is highly relevant to the task set, and is structured in a way that addresses the specific scenario to a high degree.</p>	16–20

5	<p>Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is fully relevant to the task set, and is structured in a way that addresses the specific scenario to a very high degree.</p>	21–25
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Indicative content

Within the identification of wellbeing and safeguarding concerns, students may include:

- consideration of concerns based on Jessica's recent lateness, missing sessions and not handing in work, withdrawn behaviour, reduced socialisation within her peers after a good start to the term
- consideration of potential areas of risk through the internet, such as grooming, online content or bullying
- consideration of environmental factors which may contribute to a pupil becoming at risk, including:
 - unsuitable housing (overcrowded, cold, in poor condition)
 - employment issues/low income (pressure on family)
 - care status (change of carer)
 - transitions or life events which Jessica may be experiencing, such as bereavement.

Within the analysis of wellbeing and safeguarding concerns and effect on Jessica's behaviour, students may include:

- consideration of how stable relationships support a pupil's development and whether these have changed recently
- consideration of the links between relating to others and emotional resilience and wellbeing
- consideration of the possible implications of behavioural signs, including regression and withdrawal.

Within the actions that must be taken to safeguard Jessica in this situation, students may include:

- acting in line with legal obligations, school policies and procedures and ensuring concerns and observations are passed on immediately to the DSL (Designated Safeguarding Lead)
- awareness of the importance of keeping accurate and coherent records and reports
- consideration of confidentiality and GDPR requirements
- awareness of where to go to seek support and what may be available for Jessica

(through SENCo, Teachers and external agencies)

- consideration of strategies which would support Jessica.

Within support strategies that could be used to meet Jessica's pastoral needs, students may include:

- ensuring the environment is supportive and safe so that Jessica can express herself and her feelings clearly
- strategies to encourage Jessica to put her ideas forward and develop her confidence, self-reliance and perseverance (working with a partner, positive praise and encouragement).

Performance outcome 4 – Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Limited suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Basic understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response has very little relevance to the task set, and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–3
2	<p>Sufficient identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Reasonable suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Adequate understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response has some relevance to the task set, and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	4–6
3	<p>Good identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Effective suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Confident understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is mostly relevant to the task set, and is structured in a way that addresses the specific scenario to a good degree.</p>	7–9
4	<p>Highly developed identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p>	10–12

	<p>Very good suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>High level of understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is highly relevant to the task set, and is structured in a way that addresses the specific scenario to a high degree.</p>	
5	<p>Excellent identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Exceptional suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Highly sophisticated understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is fully relevant to the task set, and is structured in a way that addresses the specific scenario to a very high degree.</p>	13–15

Indicative content

Within the required recognition of adaptations to activities, resources and the environment, students may include:

- consideration of the types of adaptations which may be needed to support Jessica's:
 - academic needs (additional support with mathematical concepts or techniques, one to one support with specific topics or homework)
 - pastoral needs (regular opportunities to talk, involving her with her peers, care and encouragement)
- consideration of any targets (EHCP or IEP) when planning activities to address specific areas of concern in learning/maths and how this is used/fed back to Teachers
- consideration of ways in which homework could be adapted or not required in the short term for Jessica until she is more settled in her work.

Case study 2 – Learning and development

	Weighting	Marks
Performance outcome 2	40%	20
Performance outcome 3	20%	10
Performance outcome 4	40%	20
Total	100%	50

Performance outcome 2 – Plan, provide and review educational opportunities in collaboration with Teachers and other adults.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of contributing factors to the pupil's behaviour and/or situation and limited ability to analyse the impact of these factors.</p> <p>Basic understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Basic understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response has very little relevance to the task set, and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–4
2	<p>Sufficient identification of contributing factors to the pupil's behaviour and/or situation and some ability to analyse the impact of these factors.</p> <p>Reasonable understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Adequate understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response has some relevance to the task set, and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	5–8

<p>3</p>	<p>Confident identification of contributing factors to the pupil's behaviour and/or situation and good analysis of the impact of these factors.</p> <p>Confident understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Good understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is mostly relevant to the task set, and is structured in a way that addresses the specific scenario to a good degree.</p>	<p>9–12</p>
<p>4</p>	<p>Highly developed ability to identify contributing factors to the pupil's behaviour and/or situation and very good analysis of the impact of these factors.</p> <p>Sophisticated understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Very good understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is highly relevant to the task set, and is structured in a way that addresses the specific scenario to a high degree.</p>	<p>13–16</p>
<p>5</p>	<p>Exceptional ability to identify contributing factors to the pupil's behaviour and/or situation and exceptional analysis of the impact of these factors.</p> <p>Highly sophisticated understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Excellent understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is fully relevant to the task set, and is structured in a way that addresses the specific scenario to a very high degree.</p>	<p>17–20</p>

Indicative content

Within the contributing reasons for Josh's behaviour, students may include:

- consideration of different areas of special educational need which may be affecting Josh and why this might be the case (communication and language, social and emotional, cognitive, physical)
- consideration of Josh's individual circumstances and stage of development (biological and environmental factors, early attachments, delayed development in one or more areas).

Within the approaches that could be taken to manage Josh's behaviour, students may include:

- consideration of a range of behaviour management strategies
- consideration of the use of observations and the use of formative and summative assessment to support Josh's individual needs
- consideration of close working and information sharing/target setting with colleagues and other professionals in order to support Josh effectively (Teacher, SENCO, external professionals and who these might be)
- consideration of strategies to help Josh remain calm and focussed.

Performance outcome 3 – Safeguard and promote the health, safety and wellbeing of children and young people.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has very little relevance to the task set, and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–2
2	<p>Sufficient identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Adequate analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Reasonable understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has some relevance to the task set, and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	3–4
3	<p>Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Good understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is mostly relevant to the task set, and is structured in a way that addresses the specific scenario to a good degree.</p>	5–6
4	<p>Highly developed identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Very good analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Very good understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p>	7–8

	The response is highly relevant to the task set, and is structured in a way that addresses the specific scenario to a high degree.	
5	<p>Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is fully relevant to the task set, and is structured in a way that addresses the specific scenario to a very high degree.</p>	9–10

Indicative content

Within approaches to encouraging positive and safe environments, students may include:

- consideration of approaches the student might take to manage Josh's behaviour, including supporting him to manage his own behaviour (verbalising feelings, active listening, talking about others' feelings, reassurance, providing a calm environment, modelling good behaviour)
- consideration of attachment issues and theory, eg Bowlby's theory and the key worker approach.

Within understanding age-appropriate strategies to promote wellbeing and resilience, students may include:

- consideration of age-appropriate strategies to help pupils understand, express and manage their feelings
- consideration of the need to develop social skills, such as sharing and turn taking
- consideration of the recognition of patterns and triggers to avoid inappropriate behaviour
- consideration of setting goals that are achievable for Josh and allow him to make the right choices.

Performance outcome 4 – Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access to the curriculum.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Limited suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Basic understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response has very little relevance to the task set, and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–4
2	<p>Sufficient identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Reasonable suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Adequate understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response has some relevance to the task set, and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	5–8

3	<p>Good identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Effective suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Confident understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is mostly relevant to the task set, and is structured in a way that addresses the specific scenario to a good degree.</p>	9–12
4	<p>Highly developed identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Very good suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>High level of understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is highly relevant to the task set, and is structured in a way that addresses the specific scenario to a high degree.</p>	13–16
5	<p>Excellent identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Exceptional suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Highly sophisticated understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is fully relevant to the task set, and is structured in a way that addresses the specific scenario to a very high degree.</p>	17–20

Indicative content

Within the possible reasons for Josh's behaviour, students may include:

- consideration of undiagnosed area or areas of special educational need, including communication and language needs, social and emotional needs, a developmental or cognitive disorder, or sensory impairment
- consideration of the kinds of barriers to learning Josh may be facing and how to overcome these.

With the recognition of required adaptations to activities, resources and/or the environment, students may include:

- ensuring resources/activities meet Josh's needs and support his communication needs (eg are visual, appealing to Josh, use of technology, modifying/talking through tasks, allowing longer to complete, involving other pupils to develop social skills)
- ensuring the learning environment is supportive of Josh's needs where possible (quiet areas, own workstation or learning zone).

Within understanding of supporting pupils' social inclusion and anti-discriminatory practice, students may include:

- ability to plan a range of activities using resources which will support the needs of the pupil (eg games with other children, planning activities which Josh likes with reference to observed behaviour)
- consideration of equality of opportunity and anti-discriminatory practice
- consideration of the SEND Code of Practice 2015, Children and Families Act 2014, Equality Act 2010
- consideration of acting according to school policies (SEND, Equality, Confidentiality) when there is a cause for concern regarding a child's development
- awareness of working with others to set targets and deliver EHCPs to meet pupils' individual needs.

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v3.3	ODSR_EC_114-5 Performance outcome and case study 1 amends	February 2022	March 2022