

T Level Technical Qualification in Education and Childcare

Employer-set project (ESP)

Supporting and Mentoring Students in Educational Settings

Mark scheme

v1.2: Specimen assessment materials
March 2022
603/5829/4

Internal reference: EAC-0004-02

Marking instructions

Levels of performance marking grids have been designed to award a student's response holistically, drawing on the evidence the student produces in the tasks, and should follow a best-fit approach.

Marking will take place once all tasks are complete and the marker has access to all the student's evidence for each of the tasks.

Table 1 shows which of the tasks (pieces of evidence) that will be used as the basis of judgement for each of the assessment objectives (AOs).

Markers should review each of these pieces of evidence, using the indicative content to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a best fit approach. A judgement should be made on the overall quality of the student's evidence, and should reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage, and use the available marks within the band to credit the response appropriately.

When determining a mark within the band, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the AOs, so as not to over/under credit a response. 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. As a general rule of thumb, allocation to the highest mark within a 3 mark band should be evidence that may meet the criteria 'convincingly'. For 2 marks out of a total of 3, evidence may meet the criteria 'adequately' and for the lowest mark, the evidence may 'just' be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

You are reminded that the indicative content provided under the marking grid is there as a guide, not an exhaustive list. It is not a requirement that students cover all of the indicative content to be awarded higher band marks.

Table 1

Evidence	AO1	AO2	AO3	AO4	AO5	TOTAL
Task 1						
Task 1a (intervention plan)	4	8	4			16
Task 1b (personal development plan v1)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2b (personal development plan v2)* *Task 2a is not marked		6			3	9
Task 3						
Task 3 a (prepare for discussion) b (discussion with tutor)	1	12	2		1	16
English, mathematics and digital skills				2		2
Task 4						
Task 4 (reflection)		7			5	12
Total marks:	9	48	12	12	9	90
Percentage (%)	10	53.33	13.33	13.33	10	100

Mark bands	Band 1	Band 2	Band 3	Band 4	Band 5	AO4 (English/ mathematics/ digital)
Task 1a 1a (intervention plan)	1–4 marks	5–8 marks	9–12 marks	13–16 marks		10 marks
Task 1b 1b (personal development plan v1)	1–5 marks	6–10 marks	11–15 marks	16–20 marks	21–25 marks	
Task 2 b (personal development plan v2)* *Task 2a is not marked	1–3 marks	4–6 marks	7–9 marks			
Task 3 a (prepare for discussion) b (discussion with tutor)	1–4 marks	5–8 marks	9–12 marks	13–16 marks		2 marks
Task 4 (reflection)	1–3 marks	4–6 marks	7–9 marks	10–12 marks		

Task 1a (support plan)

Create an intervention plan that you would use to meet Lily's progress and achievement.

The intervention plan should include:

- strategies to support Lily's individual needs
- identification of suitable resources and/or techniques
- appropriate communication strategies to use with Lily (context and stage appropriate language)
- ways to work with parents, practitioners and specialists to enhance learning opportunities and meet Lily's support and development needs
- methods of tracking and monitoring Lily's progress towards her 4 week objective
- use of educational theories, concepts or pedagogies.

13–16 marks	<p>The intervention plan:</p> <ul style="list-style-type: none"> • is clearly presented and coherently written, and includes all relevant technical terminology • is highly detailed and takes full account of all available information. Includes reference to all strategies, resources and/or techniques to be used. • References relevant educational theories, concepts or pedagogies • comprehensively covers all requirements of a support plan • fully addresses all Lily's development/support needs.
9–12 marks	<p>The intervention plan:</p> <ul style="list-style-type: none"> • is clearly presented and includes mostly relevant technical terminology • is detailed and takes account of most of the information available. Includes reference to some strategies, resources and/or techniques to be used. • References some educational theories, concepts or pedagogies • covers the majority of the requirements of an intervention plan • addresses most of Lily's development/support needs.
5–8 marks	<p>The intervention plan:</p> <ul style="list-style-type: none"> • has some clarity within presentation and includes some technical terminology • is limited in detail and takes account of some of the information available. Includes limited reference to strategies, resources and/or techniques to be used. • Limited reference to educational theories, concepts or pedagogies • covers the majority of the requirements of an intervention plan • addresses most of Lily's development/support needs.
1–4 marks	<p>The intervention plan:</p> <ul style="list-style-type: none"> • has limited clarity within presentation and includes limited technical terminology • includes very little detail and takes little/no account of available information. Little/no reference to strategies, resources and/or techniques to be used • little/no reference to educational theories, concepts or pedagogies • addresses few of Lily's development/support needs.

	<ul style="list-style-type: none"> addresses few of Lily's development/support needs.
0 marks	No creditable evidence.
<p style="text-align: center;">Task 1b (activity plan v1) <i>Create an activity plan that you could use to support Lily.</i></p> <p>The personal development plan should include:</p> <ul style="list-style-type: none"> how the personal development plan supports Lily's development both academically and personally how encouraging the use of self-analysis can assist Lily to improve her understanding of own strengths and weaknesses the instructions to be given to Lily - to ensure understanding and engagement in the personal development plan (ensuring communication is age/stage appropriate) ways to work with Lily when developing the plan how meetings will be used to track Lily's progress opportunities for formative feedback to assess Lily's needs. 	
21–25 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> coherent planning with appropriate links to Lily's academic and personal development detailed rationale for the PDP content (taking account of the majority of the information contained within the intervention plan and the brief) with appropriate and mostly relevant links to improving Lily's understanding of her strengths and weaknesses through self-analysis good level of detail reasoned selection of meetings and feedback methods considered strategies with mostly relevant links to Lily's progress.
16–20 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> coherent planning with appropriate links to Lily's academic and personal development detailed rationale for the PDP content (taking account of the majority of the information contained within the intervention plan and the brief) with appropriate and mostly relevant links to improving Lily's understanding of her strengths and weaknesses through self-analysis good level of detail reasoned selection of meetings and feedback methods considered strategies with mostly relevant links to Lily's progress.
11–15 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> appropriate planning with some links to Lily's academic and personal development appropriate rationale for the PDP content (taking account of some information contained within the intervention plan and the brief) with some appropriate links to improving Lily's understanding of her strengths and weaknesses through self-analysis appropriate level of relevant detail shown appropriate justification for selection of meetings and feedback methods appropriate strategies with some links to Lily's progress.

6–10 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • some appropriate planning with few links to Lily’s academic and personal development • limited rationale for the PDP content (taking limited account of information contained within the intervention plan and the brief) with limited links to improving Lily’s understanding of her strengths and weaknesses through self-analysis • limited level of relevant detail shown • limited justification for selection of meetings and feedback methods • some appropriate strategies with limited links to Lily’s progress.
1–5 marks	<p>The activity plan demonstrates:</p> <ul style="list-style-type: none"> • limited planning with minimal links to Lily’s academic and personal development • limited consideration for the PDP content (taking minimal account of information contained within the intervention plan and the brief) with few links to improving Lily’s understanding of her strengths and weaknesses through self-analysis • minimal relevant detail shown • minimal justification for selection of meetings and feedback methods • few relevant strategies with minimal links to Lily’s progress.
0 marks	No creditable evidence

Task 1a and 1b AO4: English, mathematics and digital skills	
English (4 marks)	<p>4 marks: plans include excellent use of English throughout and convey meaning clearly, concisely and coherently, using formal and informal tone as appropriate to the context of an early years/children's institution/setting. Use of terminology is excellent with no errors.</p> <p>3 marks: plans include a well-developed use of English through most of the documents and convey meaning clearly and coherently, using formal and informal tone as appropriate to the context of the early years/children's institution/setting. There is a good use of technical terminology with minimal errors.</p> <p>2 marks: plans include inconsistent use of English throughout the documents, for example may lack conciseness although overall, they convey meaning coherently. Use of formal and informal tone is mostly appropriate to the context of the early years/children's institution/setting. Use of technical terminology is sound but contains some errors.</p> <p>1 mark: plans include simplistic use of English throughout the documents. There may be some errors which do not affect meaning or coherence. Use of formal and informal tone is sometimes incongruent within the context of the early years/children's institution/setting. The use of technical terminology is minimal and includes some errors.</p>
Maths (2 marks)	<p>2 marks: plans demonstrate that the student has accurately processed/analysed the assessment data presented in the brief in a highly effective way. Student demonstrates an understanding of how effort grade is calculated and what change is required to demonstrate improvement, for example.</p> <p>1 mark: plans demonstrate that the student has processed/analysed the assessment data presented in the brief effectively. Student demonstrates an understanding of the effect of a change in effort grade, for example.</p>
Digital skills (4 marks)	<p>4 marks: plans demonstrate highly effective and efficient use of digital technology and media to present information and assessment evidence clearly and concisely so it can be accessed by the intended audience in the content of the early years/children's institution/setting.</p> <p>3 marks: plans demonstrate an effective use of digital technology and media, presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the content of the early years/children's institution/setting.</p> <p>2 marks: plans demonstrate a mostly effective use of digital technology and media, sometimes presenting the information and assessment evidence clearly so it can be accessed by the intended audience in the content of the early years/children's institution/setting. It is clear to the audience that the use of digital skills could be strengthened to enhance accessibility and presentation.</p> <p>1 mark: plans demonstrate use of digital technology and media that is sometimes effective but causes the intended audience in the content of the early</p>

	years/children's institution/setting to have some difficulty in accessing the information and assessment evidence presented. It is clear to the audience that the use of digital skills is a weakness and should be strengthened to enhance accessibility and presentation.
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Task 2b (personal development plan v2)*
Updates to PDP with justifications following peer discussion

The evidence should demonstrate:

- skills of reflection and evaluation to review the objective of the PDP.
- evidence and justification of amendments made to PDP following peer discussion and feedback.

*Tasks 2a (i) and 2a (ii) (*Reflect on and evaluate the plans of other students, providing feedback through peer group discussion*) are **not** marked. Marking must be solely based on the student's updated PDP with justifications following peer discussion.

7–9 marks	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • a highly evaluative approach with a clear focus on the objective of the PDP • a high level of reflection skills shown through updated PDP and corresponding justifications • a comprehensive justification for each suggested amendment to the PDP(s) • evidence of well-reasoned/justified amendments to the plan following peer discussion.
4–6 marks	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • an evaluative approach with some relevant focus on the objective of the PDP • effective skills of reflection shown through updated PDP and corresponding justifications • relevant justification for each suggested amendment to the PDP • evidence of well-considered amendments to the plan following peer discussion.
1–3 marks	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • limited skills of evaluation with limited focus on the objective of the PDP • limited skills of reflection shown through updated PDP and corresponding justifications • few relevant suggestions for amendments to PDP(s) with limited or no justification • evidence of some appropriate amendments to the plan following peer discussion.
0 marks	No creditable evidence

Task 3a (prepare for discussion)

Prepare to discuss the intervention plan and PDP with tutor.

Task 3b (discussion with tutor)

Discuss intervention plan and PDP with tutor.

Preparation to include:

- summary of key points within support plan and PDP, including detail of review undertaken
- how the plans are informed by educational theories, concepts or pedagogies
- communication techniques required to support Lily's progress
- strategies to support the relevant areas of Lily's development
- consideration of suitability of resources

13–16 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • a high level of preparation evident in relation to the task with detailed and relevant points • a highly confident contribution to the discussion • summary includes detailed explanation of all educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • a clearly articulated justification of selected resources and techniques within the intervention plan and PDP • well-considered and well-reasoned responses to tutor's questions.
9–12 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • sufficient level of preparation evident in relation to the task with mostly relevant points • a confident contribution to the discussion • appropriate summary of key points of educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • some justification of selected resources and techniques within the intervention plan and PDP • considered and reasoned responses to tutor's questions.
5–8 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • some preparation evident in relation to the task with some relevant points • adequate contribution to the discussion • limited summary of key points of educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily's development • some understanding shown for choice of resources and techniques within the intervention plan and PDP • considered responses to some of the tutor's questions.

1–4 marks	<p>Evidence presented demonstrates:</p> <ul style="list-style-type: none"> • very little preparation evident in relation to the task, some points not relevant to the task • Vague/no summary of key points of educational theories, concepts or pedagogies and strategies to support the relevant areas of Lily’s development • limited contribution to the discussion • limited understanding of choice of resources and techniques within the intervention plan and PDP plan • limited responses to tutor’s questions.
0 marks	No creditable evidence

Task 3 <i>AO4: English, mathematics and digital skills</i>	
Digital skills (2 marks)	<p>2 marks: summary and key points of plans demonstrate overall a highly effective and efficient use of digital technology and media to present information clearly and concisely so it can be accessed for the discussion in task 3b.</p> <p>1 mark: summary and key points of plans demonstrate a mostly effective use of digital technology and media to present information clearly so it can be accessed for the discussion in task 3b.</p>

Task 4 (reflection)

Complete a reflective account to include:

- effectiveness of own communication skills and quality of own contribution within peer discussion and tutor discussion
- quality of PDP / intervention plan to support intended outcomes
- extent to which feedback informed changes to own planned activity
- identified improvements to own knowledge, planning skills and collaborative working for future practice.

10–12 marks	<p>Reflective account demonstrates:</p> <ul style="list-style-type: none"> • clear, well-reasoned reflection of own performance, including appropriate balance between areas performed well and areas for improvement, supported with relevant and appropriate examples • comprehensive evaluation of own performance in all relevant tasks with a clear focus on the purpose of the tasks • justified and relevant actions for improvement, supported by detailed and relevant rationale for future change.
7–9 marks	<p>Reflective account demonstrates:</p> <ul style="list-style-type: none"> • reasoned reflection of own performance with examples, includes both areas performed well and areas for improvement. • evaluation of own performance in tasks with a focus on the purpose of the tasks • some justified actions for improvement, supported by rationale for future change.
4–6 marks	<p>Reflective account demonstrates:</p> <ul style="list-style-type: none"> • appropriate reflection of own performance supported with limited examples demonstrates a focus on either areas performed well or areas for improvement • limited evaluation of own performance in tasks with some consideration of the purpose of the tasks • limited justification of actions for improvement, with limited rationale for future change.
1–3 marks	<p>Reflective account demonstrates:</p> <ul style="list-style-type: none"> • limited reflection of own performance supported with few or no examples, demonstrates a focus on only areas performed well or areas for improvement • basic evaluation of own performance in tasks with no consideration of the purpose of the tasks • little or no justification for actions for improvement, with no rationale for future change.
0 marks	No creditable evidence

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		April 2021
v1.1	NCFE rebrand.		September 2021
v1.2	ODSR_EC_ 386 Terminology update	February 2022	March 2022