

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 1 - Distinction

Guide standard exemplification materials

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

Internal reference: EAC-GSEM-19

T Level Technical Qualification in Education and Childcare Occupational specialism assessment

Guide standard exemplification materials

Supporting and Mentoring Students in Educational Settings

Assignment 1

Contents

Introduction	3
Assignment 1:	4
Examiner commentary	18
Grade descriptors.....	19
Document information	20
Change History Record.....	20

Introduction

The material within this document relates to the Supporting and Mentoring Students in Educational Settings occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In task 1, the student will be provided with background information for 3 mentees. The student must submit an outline plan of 5 mentoring sessions for each mentee. Each session has a different title to demonstrate the focus of the session. In addition to the 15 plans the student must also explain the specific areas of development (academic, personal, social, emotional) that need to be addressed for each mentee in order to support their success in their educational setting and identify internal and external support services that they may need to work with to support each mentee.

The planning activity is completed under invigilated conditions on a date and time set by NCFE over a period of 2 hours 30 minutes. All students must sit the task on this date at the same time.

Providers are not allowed to give any support or guidance to students during the invigilated time.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 1:

Your job is to support and mentor students in educational settings. You are working with three mentees from different settings.

You are required, to produce a plan of five mentoring sessions to meet the needs of each mentee. Your plan should detail what mentoring strategies you will use to work with your mentees.

The three mentees are as follows:

1. Ayesha is 10 and in year 6. She changed primary school in January, following the Christmas break, after her family moved to a new house. Due to this move, Ayesha has missed some of the learning opportunities gained by her peers. This means that Ayesha has missed out on some of the curriculum, and she has been taught different topics.

Ayesha has her KS2 national tests in the spring and she has become very anxious in lessons when the class teacher has shown sample questions.

This move from one school to another has resulted in Ayesha expressing a lack of confidence in her ability to catch up, as well as feeling socially excluded. She is also very nervous about going to secondary school in the autumn and the further change and disruption that will bring.

Ayesha's class teacher has referred her to you, as she is worried that Ayesha is struggling to settle into schools and is becoming increasingly anxious about her school work. The teacher gives you the following background information to help you prepare:

Pupil transfer report from previous school

Name	Ayesha
Age	10 years (year 6)
Family background notes	<p>Ayesha is the second of 3 children. Her older brother is 14 and she has a baby sister who is under 2.</p> <p>Ayesha lives with both of her parents and they both work full time. Ayesha is dropped off and picked up by her grandmother most days, and she goes to wraparound care at least once per week.</p>
Health and wellbeing notes	<p>Ayesha has always seemed happy and there have been no concerns regarding her wellbeing or health.</p> <p>She did find it difficult to adjust when her mother returned to work after taking maternity leave when her sister was born. She was very tearful in the mornings for a few weeks but this quickly stopped.</p>
Teacher comments	<p>Ayesha is a kind girl and she has always been popular with her peers, she mixes well and takes an active role in class.</p> <p>She engages well in group work but can also apply herself to independent work.</p> <p>Ayesha has mainly met expectations across the curriculum and has often exceeded in English. Ayesha has an excellent imagination and loves creative writing. She lacks confidence with new learning and has found computing and</p>

	<p>languages challenging but is improving as her confidence increases.</p> <p>Ayesha lacks confidence in maths in particular and whilst she grasps the concepts, her lack of confidence can lead to her not attempting to apply them or giving up when she feels challenged.</p> <p>Ayesha is a talented drawer and loves lessons where we can apply our learning in an art context. She is also fascinated by history and in particular the way people lived in the past. She loves to create written accounts from the perspective of people living in the times we are learning about and these are always outstanding.</p>
--	--

Current and expected performance report

Subject	Current December	Expected (previous school)	Current (new school)
English	Exceeding	Exceeding	Expected
Maths	Expected	Expected	Not meeting
Science	Expected	Exceeding	Expected
Art and design	Exceeding	Exceeding	Exceeding
Computing	Not meeting	Expected	Not meeting
Design and technology	Expected	Expected	Not meeting
Languages	Not meeting	Expected	Not meeting
Geography	Expected	Expected	Not meeting
History	Exceeding	Exceeding	Expected
Music	Expected	Expected	Expected
Physical education	Expected	Expected	Exceeding
Religious education	Expected	Expected	Expected

2. Tanveer is 13 and is in year 9 at a secondary school. Tanveer has a poor record of attendance and is disengaged. His head of year has been trying to understand the reason for his poor attendance and disengagement and a recent meeting with a career advisor has highlighted that Tanveer does not see how school is going to help him achieve his ambitions.

Tanveer's average attendance last year (year 8) was 49% overall. In the 2 half terms leading up to the Christmas break it was 72%. In the half term from January, his attendance has dropped again to 61%. Tanveer has told his head of year that he has been trying to come to school more as his mother has told him she will get into trouble with the police and be fined if he does not. Even though he wants to protect his mother he is finding school increasingly frustrating and his attendance is slipping again.

When meeting the careers advisor to discuss his GCSE subjects, Tanveer stated that his intention is to join the Royal Air Force (RAF) and learn to fly. He does not feel he needs to try at school because the RAF will train him, and he just needs to wait until he is 16 and he can sign up.

Tanveer's head of year has referred him to you, as he is worried Tanveer is not considering the impact on his future and sees his teachers, parents and career advisor as over critical of his plans. The head of year hopes that speaking to you will be less threatening and will help Tanveer to see how education can support his plans. The head of year hopes that working with you will help Tanveer to engage with his education and attend school regularly.

He has given you the following background to help you prepare:

Careers advisor report

Name	Tanveer
Age	13 years (year 9)
Career plans	<p>I met Tanveer to talk about his GCSE subject choices and his aspirations for his future job and career.</p> <p>Tanveer was very decided on his future career. He plans to join the RAF when he is 16, complete their training programme and learn to fly.</p> <p>I asked Tanveer if he had researched the entry requirements and whether he knew which subjects would support him to meet them. Tanveer said it didn't matter as the RAF will train him, he just needs to bide his time until he is 16.</p> <p>He said he will just do the GCSEs he has to because it doesn't matter for him as he has a plan and he will learn everything he needs at the RAF training college.</p> <p>Tanveer said he knows he has to come to school until he is 16 as his mother will get into trouble and will be fined if he does not but some days he feels so frustrated he just does not come in. He wishes the RAF would let him join now so he can get started with learning properly.</p> <p>I attempted to open the RAF website and talk to Tanveer about the various entry routes. I suggested he could bypass some of the training if he went in with GCSEs, and I asked him which GCSEs he thought might support him with his ambitions to become a pilot.</p> <p>Tanveer did not want to engage with the discussion – he said he had done his research and he knew what he needed to do once he was 16.</p> <p>I asked Tanveer if there were any subjects he liked, and he said PE. I suggested that would be useful for his RAF career and he agreed.</p> <p>I confirmed the mandatory GCSE subjects and he added PE as an option. He said he didn't know about the others but would think about it.</p> <p>I asked if he had discussed it with his parents. He said yes and they just told him that every career needs GCSEs, but he knew they were wrong because the RAF</p>

	<p>would train him.</p> <p>We agreed to meet again in a few weeks when he had thought about it, and he confirmed he would do some more research on the RAF entry requirements.</p>
--	--

3. Marco is 18 and is completing an engineering apprenticeship. Marco works 39 hours per week on his apprenticeship with 1 day per week spent in a private training provider completing classroom-based learning. He has been on the apprenticeship for 6 weeks; 2 weeks were spent in the classroom and for the last 4 weeks, he has been working in industry.

Marco has experienced difficulties with adapting to the workplace. He has found it difficult to talk to people in his workplace and is feeling increasingly nervous about going to work each day.

Marco does not feel confident enough to use his initiative or ask for help and guidance with his duties. Marco feels he spends a lot of time being inactive compared to others. He is worried that he is not learning as quickly as he should be and that he is going to make a mistake which could cause injury to someone or be expensive to correct. Due to his difficulties talking to people in his setting, he has been unable to clarify any of these issues. Marco feels that his employer is not satisfied with his performance, though he cannot provide any specific evidence for this.

Marco is becoming increasingly anxious about work in general and this is starting to affect his confidence regarding future career options. He is starting to express insecurities about continuing with the apprenticeship and whether he wants to be an engineer at all.

Marco's tutor has asked you to meet with him to discuss his concerns and try to help him to overcome his worries. The tutor has provided you with the following information to help you prepare:

Assessor report

Name	Marco
Apprenticeship	Engineering
Progress meeting	<p>I met Marco in his workplace to carry out some observation and discuss his progress.</p> <p>Marco had not done the preparation for the observation and asked if we could do it another time. Marco seemed nervous and keen to avoid any discussion about the work he had been doing.</p> <p>I asked how he was settling in and who he had been working with. He said he had mainly been watching more experienced people working to see how the work should be done and he was trying to be useful by making sure the workplace was tidy and there were no hazards.</p> <p>I asked Marco about his colleagues and what he was learning from them, and he said he preferred to observe so he could see how things should be done.</p> <p>We moved on to planning and I asked Marco what he thought he could work on for us to do some observation next week and a progress review. Marco became very quiet and eventually said he wasn't sure that this was the right job for him.</p> <p>He said he felt nervous to ask for help as everyone was so busy and he didn't always understand what they told him or the work they were doing. I suggested he keep his plan handy and ask his colleagues to work with him on specific tasks. Marco said he felt it was too much pressure and he was worried about making a mistake. He feels his employer is not happy with his performance and the job is too difficult for him.</p> <p>I asked if his employer has said anything, and he said no. I suggested he could talk to them about how he was feeling and see if there was a way for him to</p>

	<p>practise in a safe environment, but he is worried it will look like he can't do it.</p> <p>I asked Marco if he would feel better if I set up a progress catch up with me, him, and his employer – he said he might. I asked him to think about what he might like to say, and we would meet again in a couple of days to prepare. I also suggested a mentor might be able to help him overcome his nervousness, and he said he would be willing to try.</p>
--	--

Instructions

An outline plan of five mentoring sessions is provided. Each session has a different title to demonstrate the focus of the session.

You must complete a plan for all five sessions to show what strategies you would use and how you would apply it to meet the specific requirements of each mentee. You should record brief notes in your plans which include:

- an explanation of the strategy you will use
- how you will use the strategy and apply it to support the mentee

In the answer space after the outline mentoring plan, you must:

- explain the specific areas of development (academic, personal, social, emotional) that need to be addressed for each mentee in order to support their success in college
- identify internal and external support services that you may need to work collaboratively with to support each mentee and explain how collaboration will assist in applying the strategies outlined within the sessions 1 to 5

Performance outcome 1: 20 marks

Performance outcome 2: 20 marks

Performance outcome 4: 15 marks

(55 marks)

Student evidence

Outline plans

Session 1 – support the mentee’s access and engagement

Ayesha

My strategy for Ayesha would be a combination of both academic and pastoral. This is because Ayesha is behind in her progress and achievement (academic) and also experiencing personal, social, emotional challenges (pastoral).

Ayesha would benefit from support in both these areas and the plans for the mentor sessions will include both these strategies to help build confidence in her new surroundings, as well as supporting her to catch up on her class work. Motivation will also be key areas for both academic and pastoral approaches to ensure Ayesha stays engaged with her learning. I will use Deci and Ryan’s self-determination theory to identify Ayesha’s motivations, in particular I will use praise to recognise her achievements and try to promote a sense of belonging in her class to help her make friends.

Prior to mentor session

1. Compare progress against national curriculum to understand Ayesha’s learning loss.
2. Speak to the class teacher to understand her concerns about Ayesha.
3. Plan some actions which Ayesha can do to feel better, such as talking to a child in her class or doing some extra reading.

During the session

1. Introduce extra work for Ayesha to catch up on – give Ayesha a progress diary to plan and record the extra work she does and to talk to her teacher about.
2. Show Ayesha how to access the school’s virtual learning environment (VLE) and some learning apps to help her with the work she has missed.

Tanveer

My strategy for Tanveer would be pastoral. This is because Tanveer has quite an inconsistent past record of attendance and this has declined lately. As Tanveer’s mentor I will be trying to find out what the issues are with attendance and why the pattern of attendance has declined, as this may have some underlying issues such as personal, social, and emotional challenges that are impacting on his attendance behaviour (pastoral).

An academic strategy may also be required if the low attendance is impacting on Tanveer’s achievement and progression (academic). This may need to be also implemented. In this case, I would use Dweck’s growth mindset theory to challenge Tanveer’s negative perceptions of learning and to help him understand that all learning contributes to his future aspirations.

Prior to mentor session

1. Meet with the teachers (all subjects) to discuss issues of attendance at school and assess any similarities between current and past (school) issues.
2. Contact careers advisor to understand the conversation with Tanveer and what the entry requirements are for the army.
3. Contact Tanveer’s parents/guardians to discuss attendance issues.

During the session

1. Praise Tanveer that his attendance has improved in school, discuss why this is – encourage him to identify positive aspects of school.
2. Make a plan with Tanveer to monitor his own attendance and make notes of which subjects or days/times he may not want to attend.
3. Practice some positive thinking techniques and motivational techniques that he can use at times where he may be at risk of not attending a lesson.

Marco

My strategy for Marco would be pastoral. This is because Marco is experiencing lots of personal issues with his self-esteem, confidence, and communication. As Marco's mentor I will be trying to find out what the issues are with his low confidence and ability to be more assertive in his work place and also any barriers he is facing to ask for help. Marco will require some motivational techniques to ensure he feels like he can proceed to his next placement with confidence. This may also require some further intervention from the work place co-ordinator to ensure they can be fully supportive to Marco's needs. Marco may also need some closer monitoring to ensure he is not feeling as insecure as he is currently.

We could role play some assertiveness techniques in a safe environment to help Marco to practice these skills.

An academic strategy may also be required if Marco's personal issues are impacting on his achievement and progression (academic). This may need to be also implemented.

Prior to mentor session

1. Meet with the work place co-ordinator to discuss Marco's progress and achievement.
2. Find out about Marco's next work task to find as much information as possible to share with Marco at the mentor session.

During the session

1. Work with Marco to identify the difficulties with his work place.
2. Request Marco identifies what he feels that he does that makes his work place less than satisfied with him, try to base this on actual evidence.
3. Encourage Marco to keep a log of positive interactions at work to help him to feel more positive about his experience.
4. Work with Marco to rationalise his position in order to challenge anxieties regarding future work experiences.
5. Plan activities to help Marco become more skilled in the areas identified (for example, writing these down as they occur in a journal).

Session 2 – develop the mentee’s study skills

Ayesha

1. Support Ayesha to understand the new work, discuss any similarities with ways of working she may be used to.
2. Check Ayesha understands what needs to be done to keep on track.
3. Work with Ayesha to create a plan to allow Ayesha to develop any skills she may be lacking in (for example certain topics).
4. Ensure Ayesha is comfortable with her new learning and not just focussing on what she does not know.

Tanveer

1. Discuss with Tanveer any factors surrounding his attendance and see if these have improved since the last session.
2. Work with Tanveer to discuss his academic progress.
3. Identify skills gaps that Tanveer may have regarding subjects he is studying.
4. Work with Tanveer to assess which subject lessons he finds challenging to attend and what would make his attendance more likely.
5. Work with Tanveer to create a plan to improve attendance for all subject lessons, focusing on those that are most at risk.
6. Request permission from Tanveer to share his concerns with his subject tutors to allow them to support him, improving attendance and ensure he is provided with missed work and access to alternative methods (for example online lessons).

Marco

1. Work with Marco to create a plan of activities to improve and boost his confidence whilst he is attending work (for example recording positive events that happen even if he considers these small).
2. Work with Marco to identify any skills gaps that are preventing him from gaining knowledge from his work.
3. Using the skills gaps identified, work with Marco to create a plan of activities of what he could do to improve this.
4. Request permission from Marco to share his concerns with his work place co-ordinator to allow them to support him in improving his confidence and communication skills.

Session 3 – utilise available learning resources

Ayesha

1. Encourage Ayesha to make full use of the virtual learning environment to access learning resources, (if possible, ask her to show me).
2. Ensure Ayesha is also accessing revision materials and sample tests.
3. Review Ayesha's progress diary to see how she is managing the catch up work.
4. Encourage Ayesha to talk to her teacher regarding her understanding of any work that has been missed and/or any current concerns she has.

Tanveer

1. Encourage Tanveer to make full use of the virtual learning environment to access the missed lessons, (if possible, ask him to show me).
2. Discuss access to alternative methods (for example homework) of accessing learning if he feels he absolutely cannot make it into class – check he has the resources such as a laptop and internet access to allow this to work.
3. Work with Tanveer to access his student record to enable him to monitor his own attendance and not be reliant on the attendance team chasing him (may require a demonstration to show him how to do this).
4. Show Tanveer some examples (1 or 2 only) of mobile applications that contain motivational tips to encourage him to attend school in a morning and also stay in school for the day.

Marco

1. Discuss communications within the placement between Marco, his place of study and the work place co-ordinator to see if these are improving – focus on positive aspects/events that may have happened since the last session.
2. Work with Marco to identify role models who he may to aspire to and why, focusing on the positive characteristics and why he sees these as good traits.
3. Discuss with Marco equal opportunities (not too formal) in his education experience as a whole and ensure he feels included and that there is nothing happening in the work placement or place of study to make him feel like he is excluded.
4. Discuss forward planning positively, highlighting the next work experience he will do and areas he may be looking forward to – noting any concerns, he still has.

Session 4 – support mentees to recognise own patterns and triggers for inappropriate behaviour

Ayesha

1. Discuss with Ayesha her prior educational experiences at her previous school and praise previous successes – also, identify how she may have overcome challenges or assisted any new children in her last college to make them feel welcome.
2. Review her progress to ensure she is working to the planned pace and review any worries she has and celebrate successes.
3. Work with Ayesha to recognise any triggers to her anxiety and to think about applying prior learnt skills to her new situation to overcome them.

Tanveer

1. Work with Tanveer to review his feelings and identify any possible causes for the difference in how he feels when he does or does not attend school.
2. Discuss with Tanveer ways to focus on the feelings that make him want to go to school and how to minimise the feelings that prevent him attending.
3. Encourage Tanveer to record his feelings about how he feels on the days that he does not attend school and how he feels on the days he does attend school.

Marco

1. Work with Marco to think about situations and/or events that may occur prior to his negative feelings occurring.
2. Work with Marco to understand what events may cause him to feel the way he does and think about strategies he may have applied in other environments to deal with these feelings – also introduce some simple short techniques that he could use.
3. Discuss with Marco about how he feels when he is lacking confidence in his work and about other times that he may feel this way – encourage him to identify if there are any links or if this is just the work place making him feel like this.
4. Thinking forward to his future at work, plan positive events and experiences that he can look forward to.

Session 5 – establish clear expectations for the mentee

Ayesha

1. Review with Ayesha how she is managing her work and any areas she needs more help.
2. Work with Ayesha to identify how she is settling into school.
3. Continue to set realistic, achievable weekly goals with Ayesha.

Tanveer

1. Discuss recent attendance with Tanveer in comparison to his overall attendance, identify any improvements (even small) to allow praise.
2. Work with Tanveer to set a minimum expected attendance percentage (for example based on his previous and current record this could be 70%).
3. Work with Tanveer to set realistic, achievable goals to improve attendance per subject area.
4. Create a SMART target with a 1 month time frame for Tanveer to aim to meet the agreed attendance over that time period.

Marco

1. Show good news to Marco such as reports from his work that are positive and discuss how his perception of his performance may be an issue.
2. Repeat any positive comments from his work to demonstrate how others think of his performance.
3. Review Marco's journal to identify positive experiences from his work.
4. Encourage him to keep going with the journal even if things are improving.
5. Continue, on a weekly basis, to discuss Marco's perception of himself compared to the perception of others.

Explain the specific areas of development (academic, personal, social, emotional) that need to be addressed for each mentee in order to support their success in college.

Ayesha will be experiencing lots of mixed emotions based on her only arriving in school in January and having to make new friends. She has also not only started late in the year, causing her to fall behind in her learning, but has also fallen behind making friends. Most of the other children in the class have made friends and are already working within their preferred groups of new friends. To succeed in school, Ayesha will need to be supported to catch up in general, and deal with her own personal stresses and anxieties of moving to a new school and meeting new people. Vygotsky's zone of proximal development will be key in my work with Ayesha, due to her age and also to support her with her lack of confidence. I need to understand what she is able to do herself and put the appropriate scaffolding in place to help with the things she cannot do independently.

Tanveer seems to be experiencing some issues with his attendance that are due to disengagement with school and feeling misunderstood. In order to succeed in school Tanveer must improve his attendance, as if this is not improved further sanctions from his tutors may be introduced. In addition, further investigation is needed to see how his attendance is impacting on his achievement for all subjects. Tanveer also needs to feel listened to and understood to support him to talk to his parents and teachers, and to help him to see that school can support him in achieving his ambitions. The GOMS model will be a key technique to use with Tanveer and will ensure that all action is targeted to helping him to achieve his goals.

Marco is experiencing a lot of personal challenges with his self-esteem and confidence and this is impacting on his progress within his course and associated work placements. This mainly seems to be regarding mixing with others in his workplace; he may feel excluded or even inferior to his peers. There is no evidence of Marco falling behind or that he is not capable, however, his own lack of confidence is preventing him to progress as he seems to be working in isolation and not asking for help, and he may not be performing to his best ability or to the level he aspires to. All of these issues are resulting in Marco feeling very insecure personally and reading his future, he is subsequently at risk of not attending his work placement and/or dropping out of his course. Social learning theory could support Marco to cope better with his situation, as it would ensure he feels more supported in the work placement and he would learn from his peers. Explaining this and putting in place strategies to support Marco to engage with this approach will help him.

Identify internal and external support services that you may need to work collaboratively with to support each mentee and explain how collaboration will assist in applying the strategies outlined within the sessions 1 to 5.

Ayesha

- teacher to arrange 1 to 1 catch up sessions for Ayesha (including setting homework)
- teaching assistant to arrange 1 to 1 sessions for health and wellbeing
- counsellor to support Ayesha with her personal development and confidence building
- request a child from the class to act as a buddy for Ayesha to help her make friends

Tanveer

- mentor to arrange urgent meeting to be arranged with Tanveer and pastoral/welfare staff members to discuss attendance
- mentor to meet with course tutors to discuss achievement for all subjects
- meeting with Tanveer's parents/guardians to discuss attendance and to see if they know he is not attending school
- could sensitively talk to any close friends of Tanveer's to see if they can provide any information
- when back in attendance, arrange short informal catch up sessions for each day of his timetable
- discuss Tanveer's aspirations and work on a plan to achieve these which includes educational engagement

Marco

- mentor meeting to discuss personal self-esteem and confidence issues
- personal tutor to work on self-esteem and confidence in 1 to 1 sessions – meeting with mentor and workplace co-ordinator to discuss Marcos achievement (and attendance), with the aim to support Marco in the workplace (1 to 1, weekly)
- careers advice and guidance interview
- meeting with Marco, mentor and course tutors to discuss current progress and possible alternative progression routes

Examiner commentary

The student has presented evidence that is clear, logical and provides a detailed and informative response to the demands of the brief.

The student makes excellent use of relevant knowledge and has demonstrated an excellent understanding of the practices of the role within the sector, in addition, demonstrating valid understanding of the different approaches to academic and pastoral strategies.

The student has made good use of their understanding of academic and pastoral strategies to select highly appropriate skills, techniques, and methods to apply for each mentee. The evidence shows that the student can make well-founded judgements and takes appropriate action to support mentees in both academic and pastoral provisions.

The student has demonstrated in depth knowledge of relevant concepts and techniques reflected in the sector and has applied these across a range of scenarios as presented within the brief. They have also used their knowledge to analyse information provided about the mentees to find suitable solutions to the problems.

The session plans show excellent consideration of techniques and approaches to support the 3 mentees. The student has identified a wide range of strategies that are highly effective in enhancing each mentees progress.

There is a particularly good understanding of the advice and guidance approaches that are available, and the student has been effective to select appropriate approaches. The session plans detail excellent knowledge of appropriate interventions to promote meaningful education.

Overall, planning shows an excellent understanding of the need to build a strong rapport with the mentees utilising appropriate boundaries. In addition, planning utilises an appropriate motivational approach and enables the mentor to react to mentees' response and adapt methods as required. Effective action planning approaches have also been included.

Grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications and the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Pass
<p>The evidence is logical but displays baseline knowledge in response to the demands of the brief.</p> <p>The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches.</p> <p>The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions.</p> <p>The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.</p> <p>The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.</p> <p>Early years educator (EYE) only – demonstrates achievement of all EYE criteria.</p>
Distinction
<p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches.</p> <p>The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods.</p> <p>The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions.</p> <p>The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in the sector.</p> <p>The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.</p>

Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020-2021.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version		April 2021
v1.1	NCFE rebrand.		September 2021
v1.2	ODSR_EC_378 SAM alignment	February 2022	March 2022