

T Level Technical Qualification in

Education and Childcare

603/5829/4



Qualification facts

T Level Technical Qualification in **Education and Childcare** 603/5829/4

About this qualification

The Technical Qualification (TQ) forms part of the new T Level study programme.

The purpose of the Level 3 Technical Qualification is to ensure students have the knowledge, skills and behaviours needed to progress into skilled employment or higher level technical training or study in the education and childcare sector.

Who is it suitable for?

The Technical Qualification is primarily aimed at post 16 year old students who wish to progress into the education and childcare sector.

This qualification will equip young people with the knowledge, skills and behaviours they need to enter skilled employment. The occupational specialisms are:

- Early Years Educator
- Assisting Teaching

To achieve this qualification, the student must successfully demonstrate their achievement of the Core Component and one Occupational Specialism Component.

Entry requirements

Entry is at the discretion of the Provider. However, students should be aged 16 or above to undertake this qualification.

There are no specific recommended prior learning requirements, skills or knowledge a student must have for this qualification. However, students may find it helpful if they have already studied at Level 2.

Qualification structure

The Technical Qualification is split into 2 component parts:

The Core Component provides a high-level foundation of knowledge and skills that are relevant to all Occupational Specialisms within this qualification.

The Occupational Specialism Component covers the knowledge, understanding, skills and behaviours required to achieve threshold competence in a chosen Occupational Specialism. English, mathematics and digital skills have also been embedded throughout the content to help students reach threshold competence in their chosen Occupational Specialism.

Threshold competence refers to the level of competence deemed by employers as sufficient to secure employment in roles relevant to an occupational specialism. Achievement of threshold competence signals that a student is well-placed to develop full occupational competence, with further support and development, once in work.

Technical qualification

Guided Learning (GL): **905 hours**

Total Qualification Time (TQT): **961 hours**

Core Component elements are as follows:

- Wider Context
- Supporting Education
- Safeguarding, Health and Safety and Wellbeing
- Behaviour
- Parents, Families and Carers
- Working with Others
- Child Development
- Observation and Assessment
- Reflective Practice
- Equality and Diversity
- Special Educational Needs and Disability
- English as an Additional Language

The Core Component also includes 4 Core Skills.

Core Assessment

Assessed through:

- 2 written examinations (Paper A and Paper B)
- an employer-set project (ESP) – a supervised project, devised and set by NCFE

Students will receive marks for:

- Paper A
- Paper B
- Employer-set project (ESP).

These marks will be aggregated to create one grade for the Core Component.

Core Component retakes

There is the opportunity for students to retake the Core assessments in order to improve their marks.

This includes:

- Paper A and Paper B written examinations
- Employer-set project (ESP).

The Core Component's written examination is made up of Paper A and Paper B. Therefore, if the student wants to retake one of these papers, they must retake both papers, in the same series.

There is no limit to the number of retakes a student can complete.

Grading

A* - E and Ungraded (U)

Occupational Specialism Content

Occupational Specialism: Early Years Educator

PO1: Support and promote children's play, development and early education

PO2: Develop relationships with children to facilitate their development

PO3: Plan, provide and review care, play and educational opportunities to enable children to progress

PO4: Safeguard and promote the health, safety and wellbeing of children

PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Occupational Specialism: Assisting Teaching

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

Occupational Specialism Assessment

Assessed through:

- Synoptic assignments (specific to each Occupational Specialism).

The number of practical assignments may vary depending on the Occupational Specialism and the guided learning hours attached.

Occupational Specialism Component retakes

Although retakes are permitted for the Occupational Specialism, it is unlikely that students will be able to fit a retake opportunity into the delivery timetable.

If a retake opportunity is scheduled, the student must retake all synoptic assignments for the chosen Occupational Specialism. There will be one opportunity per year to sit the Occupational Specialism, meaning a retake of the Occupational Specialism would be sat in the next academic year of study.

There is no limit to the number of retakes a student can complete.

Grading

Distinction, Merit, Pass and Ungraded (U)

Progression and career opportunities

When students complete a T Level study programme, they will be able to choose between moving into:

- a skilled occupation
- higher or degree level apprenticeships
- higher level technical study, including higher education.

Find out more

For more information on T levels and the work we're doing to develop them, go to ncfe.org.uk/t-levels