Education and Childcare

T Level outline content: final version for inclusion in ITT

August 2018

Contents

Introduction

T Levels are new, two-year, technical study programmes, designed with employers to give young people the skills that industry needs. T Levels will provide a mixture of:

- technical knowledge and skills specific to their chosen industry or occupation
- an industry placement of at least 45 days in their chosen industry or occupation
- relevant maths, English and digital skills.

T Levels will become one of three major options when a student reaches level 3, alongside apprenticeships for students who wish to study and train for a specific occupation 'on the job', and A levels for students who wish to continue academic education.

When they complete a T Level study programme, students will be able to choose between moving into a skilled occupation or further study, for example, a higher or degree level apprenticeship, or higher level technical study, including higher education.

Technical education has been categorised into fifteen different technical routes, according to occupational specialism. T Levels will be available across eleven of those routes, with occupations in the remaining four routes accessible through an apprenticeship only. Most routes have been split into a number of pathways; the T Level will broadly sit at pathway level. The occupations within scope for each T Level are set out in the Institute of Apprenticeships' occupational maps.

Outline content

This outline content has been produced by T Level panels of employers, professional bodies and providers, based on the same standards as those used for apprenticeships. The outline content will form the basis of the qualification specifications for T Level qualifications, which will be developed by awarding organisations for approval by the Institute for Apprenticeships. Awarding organisations will be appointed after a procurement process.

The diagram below demonstrates how the same standard created by employer-led Trailblazer groups is used for both apprenticeships, and as the basis for this outline content. It also shows that this outline content will be used by awarding organisations to develop the full Technical Qualification (TQ) specification.
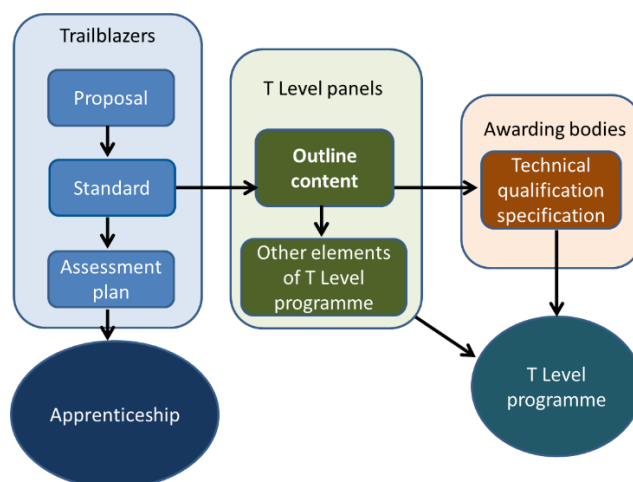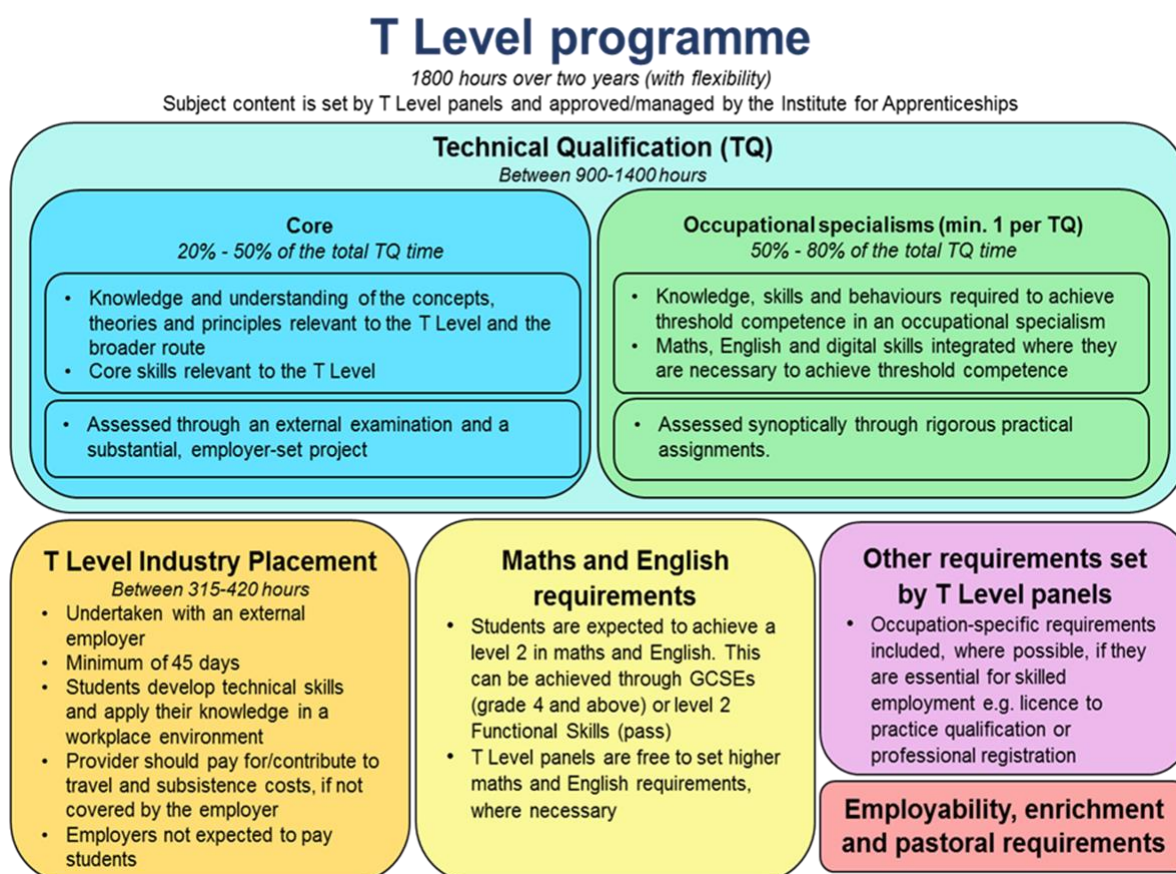
Colleges and other education and training providers will decide how to structure the T Level courses they offer, based on the qualification specifications. This will enable them to deliver the study programme's mandatory components in the most effective way for students.

T Level study programmes will include the following mandatory elements:

- a 'core' set of underpinning knowledge, concepts and skills, tailored for their chosen industry and occupation: 'core content'
- specialist training covering occupational or industry-specific skills: 'occupational specialist content'
- an industry placement with an employer, which will last for 45 working days. Employers across this route have been clear that this is the absolute minimum number of days that should be considered for a placement, and would ideally be significantly more for Education and Childcare T Levels. We are considering how to take this forward.

To be included in the staff ratios set out in the Early Years Foundation Stage, an early years worker would need to have successfully completed a Level 3 qualification that meets the Early Years Educator Criteria and has been recognised and approved by the Department for Education. The Education and Childcare T Level panel has ensured that the outline content incorporates the Early Years Criteria and so it is anticipated that a holder of this T Level would be counted within staff ratios.

The diagram below demonstrates the different elements of a T Level programme. This outline content relates solely to the Technical Qualification part of a T Level programme.

T Level programme
1800 hours over two years (with flexibility)
Subject content is set by T Level panels and approved/managed by the Institute for Apprenticeships

Technical Qualification (TQ)
Between 900-1400 hours

Core
20% - 50% of the total TQ time

- Knowledge and understanding of the concepts, theories and principles relevant to the T Level and the broader route
- Core skills relevant to the T Level

- Assessed through an external examination and a substantial, employer-set project

Occupational specialisms (min. 1 per TQ)
50% - 80% of the total TQ time

- Knowledge, skills and behaviours required to achieve threshold competence in an occupational specialism
- Maths, English and digital skills integrated where they are necessary to achieve threshold competence

- Assessed synoptically through rigorous practical assignments.

T Level Industry Placement
Between 315-420 hours
- Undertaken with an external employer
- Minimum of 45 days
- Students develop technical skills and apply their knowledge in a workplace environment
- Provider should pay for/contribute to travel and subsistence costs, if not covered by the employer
- Employers not expected to pay students

Maths and English requirements
- Students are expected to achieve a level 2 in maths and English. This can be achieved through GCSEs (grade 4 and above) or level 2 Functional Skills (pass)
- T Level panels are free to set higher maths and English requirements, where necessary

Other requirements set by T Level panels
- Occupation-specific requirements included, where possible, if they are essential for skilled employment e.g. licence to practice qualification or professional registration

Employability, enrichment and pastoral requirements

Purpose Statement

Qualification Purpose

The purpose of the level 3 Technical Qualification is to ensure students have the knowledge and skills needed to progress into skilled employment or higher level technical training relevant to the T Level.[1]

To achieve this, each level 3 Technical Qualification must:

- provide reliable evidence of students' attainment in relation to:
  - the core knowledge and skills relevant to the route and occupational specialisms covered by the qualification
  - the knowledge and skills required for at least one occupational specialism relevant to the qualification.

- be up-to-date, providing the knowledge and skills needed for the occupations to have continued currency among employers and others.

- ensure that maths, English and digital skills are developed and applied where they are essential to achieve occupationally relevant outcomes.

- ensure that the minimum pass grade standard for occupational specialisms attests to threshold competence, meets employer expectations, and is as close to full occupational competence as possible.

- allow the accurate identification of students' level of attainment and the effective differentiation of their performance.

- provide a clear and coherent basis for development of suitably demanding high-quality level 3 courses, which enable students to realise their potential.

- provide students with the opportunity to manage and improve their own performance.

- support fair access to attainment for all students who take the qualification, including those with Special Education Needs and Disabilities (SEND).

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[1] The Institute for Apprenticeships may only approve the qualification "if satisfied that by obtaining the qualification a person demonstrates that he or she has attained as many of the outcomes set out in the standards as may reasonably be expected to be attained by undertaking a course of education" (sA2DA(3) of the 2009 Act).

Technical Qualification Design

T Level programmes will differ in length to reflect the requirements of different occupations, but are expected to last 1800 hours over two years (on average).

To accommodate legitimate differences in content across T Levels, we propose that the total time for the Technical Qualification:

- will fall within a defined range of between 900 and 1400 hours
- is no less than 50% of the time for the T Level programme as a whole and
- is no more than 75% of the total time for the programme as a whole.

Component	Content	Assessment	Grading	Planned Hours
Core Students complete one component which covers all the core content	Knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level Ability to apply core knowledge and skills, through a project, to meet employer-set requirements	Assessed through an externally set test and an employer-set project	Six point scale plus ungraded (U) A* – E and U	Between 20% and 50% of the qualification time
Occupational specialisms Students must complete at least one, or more depending on the minimum requirements specific to the qualification	The knowledge and skills needed to achieve threshold competence	Synoptic assessment of performance outcomes, to determine whether a student meets the minimum requirements for threshold competence	Three point scale plus ungraded (U) Distinction, Merit, Pass and Ungraded	Between 50% and 80% of qualification time

Education and Childcare: Education

There are a range of strategies and pedagogy that are prevalent in the education and childcare sector. Awarding organisations will need to ensure that students understand a range of those evidence-based strategies and how different ones may be used in different circumstances.

Awarding organisations will need to ensure that students have an up-to-date knowledge of the legal and regulatory obligations relating to employment in the occupations relevant to the T Level, and understand the practical implication of these on their work.

Core content

The core content relates to the whole route, and the pathway that the Technical Qualification covers. This content will vary depending on the requirements of the route and the pathway or occupations covered by the scope of the Technical Qualification.

The core content focuses on the students' knowledge and understanding of contexts, concepts, theories, principles and core skills relevant to the T Level. This could include, where appropriate, assessment of knowledge, understanding and skills relevant to the route and the pathway. This breadth of content will help to ensure students are able to apply their skills in a variety of contexts and for a variety of different purposes.

The core content is assessed through an examination and a practical employer-set project. Awarding organisations can integrate knowledge in the employer-set project, to contextualise core skills. The allocation of content to each type of assessment will need to be approved by the Institute for Apprenticeships.

Core knowledge and understanding

Element	Content
Wider Context	Overview of childcare and education 0 – 19, including: • range of childcare provision; for example, nurseries, pre-schools, childminders • Early Years Curriculum • school types (for example, maintained, academies, independent, faith, free schools), phases • post-16 provision • special schools • alternative provision. Working in the education and childcare sector, including roles, responsibilities and career opportunities.
Child Development	Expected patterns of children and young people's cognitive, physical, social and emotional development from birth to 19 years.

	Theories of attachment and their application to practice.
	The development of receptive and expressive language.
	The role of the adult in promoting language development at different ages.
	How children and young people develop friendships and the impact of these on well-being.
	The potential effects of, and how to prepare and support children and young people through, transitions and significant events in their lives.
Supporting Education	An overview of the Early Years Foundation Stage and the National Curricula for different key stages and their application to different settings.
	The skills and attributes that support children and young people's education.
	Understanding of current theories and pedagogical approaches, how they are applied in education and the evidence that underpins them.
	The role of metacognition in children and young people's education and achievement.
	How to provide feedback to support children and young people's educational development.
	The importance of using up-to-date technology that is appropriate to task and purpose.
	Factors that affect engagement in reading, for example a stimulating environment, being read to and understanding.
	Factors that affect the development of literacy, for example relevance, confidence and vocabulary levels.
	Factors that affect the development of mathematical understanding, for example relevance, confidence and experience.
Safeguarding, Health and Safety and Wellbeing	The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children and young people.

	Current statutory guidance, for example 'Keeping Children Safe in Education' Part 1, safeguarding policies and Prevent Strategy.
	Organisational and legal requirements for recording, storing and sharing information on children and young people's progress, needs and welfare.
	The importance of children and young people's emotional health and wellbeing.
	The difference between a 'child at risk' and 'a child in need' and the reporting requirements of each.
	Signs that a child is in danger or at risk of abuse.
	How power and influence can be used and abused when working with children and young people.
	Indications that other adults in the setting may have inappropriate relationships with children and young people and how to deal with this.
	The impact that all forms of abuse, neglect, bullying, persecution and violence can have on development and behaviour.
Behaviour	The stages of social, emotional and physical development of children and young people and the implications of these for managing behaviour.
	The range and implications of factors that impact on behaviour, for example age, gender, culture, care history, self-esteem.
	The link between identity, self-esteem and unwanted behaviour.
	The development of self-concept and its impact on children and young people's behaviour, cognition and social development.
	The importance of children and young people understanding how to adapt behaviour to social context.
	The importance of setting and following specific policy and procedures in managing behaviour.

	How home and family circumstances and care history may affect behaviour and how to use such information appropriately to anticipate and deal effectively with difficult situations.
	The effects of specific types of verbal and non-verbal behaviour such as proximity, tone and gesture and body language, on children and young people's emotional and behavioural responses as appropriate to their stage of development.
	The importance of positive reinforcement for motivation, attainment, achievement, and how to provide this.
	Strategies for setting clear expectations of behaviour such as modelling expected behaviour, setting age appropriate boundaries, and positive reinforcement including the use of praise.
	Strategies for developing self-regulation appropriate to age and developmental stage such as, for younger children, games and stories that help children reflect on and understand their emotions and their impact on self and others; techniques that help children and young people to self-monitor and develop resilience.
	Strategies for dealing with inappropriate behaviour such as a clear age and stage appropriate reward and sanctions policy that is consistently applied by all adults in a setting.
	How to encourage and support children and young people to test and stretch their skills and abilities.
	How to assess and manage risks to your own and others' safety when dealing with challenging behaviour.
Observation and Assessment	The purpose and role of national assessments and benchmarks.
	The differing purposes of formative and summative assessment.
	Why it is important to accurately observe, record and report on children and young people's participation, conceptual understanding and progress.

	The roles of assessors, coaches, teachers and early years practitioners in assessment processes and requirements.
Equality and Diversity	The basic principles of current disability discrimination, equality and rights legislation, regulation and codes of practice.
	Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally and through the United Nations Convention on the Rights of the Child.
	The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
	The importance of not labelling children and young people and having high and realistic expectations.
	What barriers may exist that prevent children or young people's participation and how to remove them.
Special Educational Needs and Disability	The laws, codes of practice and policies affecting provision for children and young people with disabilities and those with special educational needs.
	The professionals and organisations involved with children and young people with SEND (such as teachers, educational psychologists, medical practitioners) and the role of the multi-agency team.
	The principles of inclusion and how this differs from integration.
	The importance of terminology and sensitivities in relation to SEND such as using appropriate language to describe the needs of the child or young person.
	Awareness of different models of disability such as the social model and the medical model.
	The possible effects of a primary disability on children and young people's social, emotional and physical development.
	The range of cognitive skills necessary for effective educational development and the possible effects of single or multiple disabilities on functions such as perception, memory and information processing.

	How cognitive difficulties impact upon the development of language and communication and how this affects educational development.
	Understand that chronic and progressive conditions may affect the emotions, education, behaviour and quality of life of children and young people.
	Understand that the impact of specific learning difficulties, medical conditions and disabilities and, therefore, appropriate supporting strategies, will vary between individuals. The role of adults in empowering and valuing children and young people and removing barriers.
	An understanding of when and how speech can be supplemented or replaced by Augmentative and Alternative Communication (AAC) using visual aids and signs and technology-aided methods
English as an Additional Language	The stages of acquiring a sequential language.
	Factors affecting the acquisition of language including age, temperament, cognition, proficiency in home language, available support.
	The importance of a home language to children and young people's education and development.
	The communication, social and emotional needs of those being taught English as an additional language.
	Strategies to support children and young people with English as an Additional Language (EAL).
Parents, Families and Carers	The importance of working with parents, carers and wider families.
	Recognise the different contexts in which children may grow up and the importance of being sensitive to this.
	Ways of working with parents and carers, including understanding barriers to engagement and how to overcome them.
	Where to find resources to support parents and carers such as charities, reliable internet sources, local authorities.

Working with Others	The work of other agencies and services that support children, families and carers. The roles of other professionals in families' lives, for example, schools, GPs, health visitors, and social workers; and why it is important to work collaboratively with them. How to work collaboratively, including issues of confidentiality, parental consent, concerns and referrals, data protection. The importance of establishing and maintaining professional boundaries and relationships with staff, parents and children, including in the use of social media.
Reflective Practice	Models of reflection, such as Kolb's, Gibbs', Boud's, and their application. Current priorities and debates in education. The importance of continuing professional development and ways of meeting developmental needs such as self-directed learning, shadowing, and external training. The importance of own developmental feedback and strategies of implementation.

Employer-set project

The employer-set project ensures students have the opportunity to combine core knowledge and skills to develop a substantial piece of work in response to an employer-set brief.

To ensure consistency in project scope and demand, awarding organisations will develop assessment objectives, which require learners to:

- plan their approach to meeting the brief
- apply core knowledge and skills as appropriate
- select relevant techniques and resources to meet the brief
- use maths, English and digital skills as appropriate
- realise a project outcome and review how well the outcome meets the brief.

The awarding organisation will work with a relevant employer or employers, to devise a set brief that:

- ensures a motivating starting point for students' projects, for example, a real-world problem to solve
- ensures students can generate evidence that covers the assessment objectives
- is manageable for providers to deliver
- is officially approved by the Awarding Organisation and employer.

For education and childcare, in achieving the assessment objectives and meeting the brief, students must demonstrate the following core skills:

- communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
- work with others to plan and provide activities to meet children and young people's needs
- use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
- how to assess and manage risks to your own and others' safety when planning activities.

Occupational Specialist Content

Specialist content is structured into different occupational specialisms, which correspond to the apprenticeship standards listed on the occupational map covered by the T Level. Occupational specialisms ensure students develop the knowledge and skills necessary to achieve 'threshold competence' in the 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 (including an apprenticeship). The knowledge and skills listed are required to achieve one or more 'performance outcomes'. These indicate what the student will be able to do as a result of learning and applying the specified knowledge and skills.

In essence, each performance outcome describes, at a high level, what the student 'can do' to have achieved threshold competence in an occupational specialism.

Occupational Specialist Content

Occupational Specialism: Early Years education and childcare

Performance Outcome 1: Support and promote children's play, development and early education

Knowledge Specific to Performance Outcome	Skills
Expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7. Children's development patterns to include: • cognitive • speech, language and communication development • literacy and mathematics • physical • emotional • social • neurological and brain development. How children's education and development can be affected by their stage of development and individual circumstances.	Apply pedagogical understanding to plan and facilitate or lead educational activities, which include play, in line with the development areas of the early education curriculum requirements.
	Support the development of non-cognitive skills such as perseverance, self-reliance and curiosity.
	Engage in strategies to develop and extend children's education and thinking, including sustained shared thinking.
	Choose resources and equipment in order to support different areas of development according to the needs, interest and stage of development of the child.
The importance to children's development of: • speech, language and communication • personal, social and emotional development • physical development. Acquisition of language and vocabulary and the factors that affect the speed of language and vocabulary acquisition. Children's development of speech, language and the differences between the two.	Support and promote children's speech, language and communication development including through: • use of visual aids and signs • providing support to bilingual children, those with EAL, or other additional needs • demonstrate strategies that value a child's home language and supports them to acquire English • modelling language • using appropriate questioning techniques for age and stage and language acquisition • use strategies that support the development of children's vocabulary

The role of stories and rhyme in developing communication and vocabulary, including the importance of being read to every day.	• instigating high-quality adult-child verbal interactions • using songs, rhymes and story telling • following children's leads and giving children time to respond.
The importance of recognising atypical development and the potential impact on the child. The current early education curriculum requirements.	Promote equality of opportunity and anti-discriminatory practice.
	Promote children's enjoyment of literature and mathematics.
An understanding of the Key Stage 1 Curriculum and its links with the Early Years Curriculum.	Present stories, books and rhymes in ways that are engaging for young children.
Pedagogic strategies for developing early literacy.	
Strategies for developing early writing skills such as mark making and correct holding of the pencil.	Support the development of early literacy skills through a range of strategies to include systematic synthetic phonics.
The important of everyday routines, games, rhymes and stories in developing early mathematical understanding.	Identify and foster children's mathematical skills through play and structured opportunities.
Strategies to promote mathematical thinking, including approaches that encourage early reasoning.	Identify and use opportunities to develop mathematical understanding as they arise.
Stages in the development of number sense.	Analyse and evaluate relevance of theories of play to inform own practice.
Stages and types of play and how these are purposeful in terms of children's development and sense of agency.	Provide prompts/cues to stimulate play.
Resources and equipment needed to support education and play at different ages and stages of development, both indoors and outdoors.	Facilitate care and education and play out of doors.
Adult-led play (e.g. through creating a stimulating environment that stimulates imagination) and providing play prompts and cues.	Support children to investigate and appreciate the natural environment.
Understand the importance of outdoor education.	

Knowledge	
Understand the distinctive qualities offered by the outdoors as an educational environment.	
Understand the benefits of adult and child initiated play and how to offer an appropriate balance depending on the child's stage of development.	

Performance Outcome 2: Develop relationships with children to facilitate their development

Knowledge	Skills
Forms of attachment including primary attachments, significant attachments, e.g. key person.	Develop professional relationships with children.
The features and impact of secure attachment in children's development including behaviour.	Promote secure attachments.
The potential effects of transitions and significant events in children's lives, including: • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers. Typical behaviours for age and stage of development. The possible implications of behavioural signs such as regression or withdrawal, for example a safeguarding concern, and approaches to managing these.	Use strategies to alleviate separation anxiety, including through: • settling in processes in partnership with parents and carers • activities that help support attachment between a key person and child.
	Prepare and support children through transitions and significant events in their lives.
	Encourage positive behaviours, including independence and confidence, setting reasonable expectations for age and stage.
	Model and promote positive behaviours expected of children such as turn taking.
	Support children to manage their own behaviour in relation to others.
	Support the development of children's self-regulation.

The development of self-regulation and its importance in children's behaviour, relationships and education.	Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
Factors affecting children's behaviour, including emotional security, short term factors such as tiredness and hunger and safeguarding issues.	Support children's socialisation.
	Support the development of a positive self-concept.
The importance of communication and speech in children's development and the factors that affect development. Factors affecting children's self-concept including the reactions and expectations of adults. How to develop self-efficacy in children, including through: • opportunities for choice • exploration • encouraging perseverance.	

Performance Outcome 3: Plan, provide and review care, play and educational opportunities to enable children to progress

Knowledge	Skills
How children's education and development can be affected by their stage of development and individual circumstances.	Identify the needs, interests and stages of development of individual children.
Different approaches towards planning and assessment for children's education and development. Factors that suggest a child is in need of additional support, such as where a child's progress is less than expected.	Plan teaching that: • enables children to progress • prepares them for the next stage of their education • fully reflects the stage of development, individual needs and circumstances of children, including those with additional needs.
	Provide care, educational experiences, environments and opportunities in accordance with plans that:

Assessment techniques within the current early education curriculum framework. The importance of undertaking continued professional development to improve own skills and early years practice.	• are appropriate to the age, stage and needs of individual and groups of children • meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
	Recognise and act when there are causes for concern regarding a child's development.
	Use informal and formal monitoring and observation techniques.
	Use assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/or carers to make assessments within the current early education curriculum framework.
	Carry out and record observational assessments and draw conclusions from them.
	Assess babies' and children's: • language development • physical development • emotional and social development • cognition including the acquisition of concepts.
	Make use of formative and summative assessment, tracking children's progress to plan next steps and shape educational opportunities.
	Reflect on the effectiveness of educational experiences and play opportunities.
	Critically evaluate own and others' practice.
	Engage in continuing professional development and reflective practice to improve own skills, practice and subject knowledge.

Performance Outcome 4: Safeguard and promote the health, safety and wellbeing of children

Knowledge	Skills
The key principles of safeguarding.	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
The signs that might indicate a baby or child is suffering from, or potentially suffering from, physical, emotional or sexual abuse or neglect.	
	Follow the safeguarding policies and procedures of the setting.
How babies and young children might be groomed or exploited by adults in a position of trust, including through the use of inappropriate games and on-line materials, and what to do if this is suspected.	Carry out risk assessment and risk management in line with policies and procedures.
Why health and wellbeing are important for babies and children.	Provide effective supervision to keep children safe.
The factors that contribute to children's wellbeing and the signs that indicate that children need support.	Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.
The importance of physical care in promoting children's health and development and the role of the adult in providing it.	Recognise and act when there are causes of concern regarding a child's wellbeing.
The importance of helping children develop self-care skills and the strategies that might support this.	Support children's friendships and use strategies that help children to make and maintain friendships.
The importance of sleep and current guidance, including sleep requirements, for different ages and on preventing cot death.	Plan and carry out physical care routines suitable to the age, stage and needs of the child.
The importance of nutrition and follow current guidelines on food, nutrition and oral health.	Carry out a range of care routines in ways that maintain children's dignity and promote their development.
The signs and symptoms of common illnesses.	Promote healthy lifestyles.
	Respond appropriately to common illness, including giving medicines.

How to prevent and control infection.	Undertake tasks to ensure the prevention and control of infection, including:
How to respond to accidents, injuries and emergency situations.	• hand washing • hygiene • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation exclusion periods for infectious diseases.
	Respond appropriately to emergencies, including fire.

Performance Outcome 5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Knowledge	Skills
The roles of parents and carers in children's lives, including parental rights.	Develop and maintain professional relationships with parents and carers.
The impact of family context on parenting.	Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, education and development.
The roles and responsibilities of other agencies involved in early years settings.	Encourage and support parents and carers to take an active role in the child's play, education and development.
The importance of working with other professionals and the circumstances in which this would be appropriate and relevant.	Signpost resources and sources of support to parents and carers.
	Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.

	Discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers.
	Deliver individual education plans and strategies in consultation with the children's families, colleagues and external services.

Occupational Specialism: Assisting teaching

Performance Outcome 1: Support the class teacher to enhance children's education, individually and in groups

Knowledge Specific to Performance Outcome	Skills
Understand common curriculum models. Awareness of the range of pedagogical strategies used in educational settings and the evidence that underpins their use. The reasons why children and young people might benefit from working individually and in different types of groups, and the strategies that support each of these. Understand the need to provide feedback to support and facilitate an appropriate level of independence. Comprehend appropriate levels of educational resources to identify and help address weakness, consolidate strengths and develop individualised expectations. Understand the importance of outdoor education. Understand the distinctive qualities offered by the outdoors as an educational environment.	Work closely with teachers to ensure own contribution aligns with the teaching.
	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
	Provide clear and accurate explanations of instructions, processes and concepts.
	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
	Use school computer systems, including specialist software, for example intervention programmes and management information systems.
	Use technology that is appropriate to the setting and purpose to improve educational development.
	Facilitate outdoor education.

Performance Outcome 2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Knowledge	Skills
Different approaches towards planning and assessment for children's education and development.	Deliver interventions in accordance with training given.
Types of assessment used in schools and their purpose.	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
How children's education and development can be affected by their stage of development and individual circumstances.	Contribute to assessment processes and use information effectively, for example written records.
Factors that suggest a child is in need of additional support such as where a child's progress is less than expected.	Make use of formative and summative assessment, tracking children's progress to plan next steps and shape educational opportunities.
Strategies that promote mathematical thinking.	Apply relevant subject knowledge to support accurate assessment.
	Use specific feedback, peer marking and reflection to help pupils make progress.
	Use strategies such as scaffolding and open questioning skills to enable pupils to access and engage in learning.
	Help pupils develop ownership of their learning and education.
	Support the development of literacy using a range of strategies including: • the use of systematic synthetic phonics • developing reading for meaning • widening pupils' vocabulary • improving pupils' confidence in reading and writing • supporting the accurate use of spelling, punctuation and grammar • encouraging reading for enjoyment.

	Support the development of mathematics using a range of strategies and approaches, procedural fluency and conceptual understanding.
	Identify and use opportunities to develop mathematical understanding as they arise.
	Build professional relationships with colleagues, pupils, parents, adults and stakeholders.
	Work collaboratively with other professionals, for example speech and language therapists, as required.

Performance Outcome 3: Safeguard and promote the health, safety and wellbeing of children and young people

Knowledge	Skills
How children may become physically or psychologically at risk, and channels for reporting concerns.	Comply with policy and procedures for sharing confidential information and know when and where to seek advice.
The importance of sharing relevant information, in a timely manner with the designated safeguarding lead.	Recognise and act when there are causes of concern regarding a child or young person's well-being.
How to promote the safe use of the technology and the web, including recognising and dealing with signs of cyber bullying and cyber grooming.	Implement current statutory guidance such as 'Keeping Children Safe in Education' Part 1, safeguarding policies, Prevent Strategy.
The signs and symptoms of common illnesses.	Participate in digital safety and cyber-bullying initiatives; consider Prevent and safeguarding responsibilities when working with learners in digital spaces.
How to prevent and control infection.	
How to respond to accidents, injuries and emergency situations.	Maintain accurate and coherent records and reports that conform to data protection requirements.

The factors that contribute to children's wellbeing and the signs that indicate that children need support.	Ensure pupils use technology safely.
Recognise different stages of child development through school, e.g. transition between key stages.	Carry out risk assessment and risk management in line with policies and procedures.
	Respond appropriately to common illness.
The importance of stable adult and peer relationships and the impact of disruption, including placement disruption, on development and behaviour.	Respond appropriately to emergencies, including fire.
	Recognise the difference between pastoral and academic issues.
The impact of family context on parenting.	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
The importance of physical care in promoting children's health and development and the role of the adult in providing it.	
	Prepare and support children through transitions and significant events in their lives.
The importance of helping children develop self-care skills and the strategies that might support this.	
	Provide a calm and accepting environment which allows children to experience and express their feelings safely.
The link between children and young people's ability to relate to others and their emotional wellbeing and resilience.	
	Support children in managing failure and disappointment.
The possible implications of behavioural signs including regression, withdrawal, attention seeking, anti-social behaviour and self-damaging behaviour and approaches to their management.	Help children to choose realistic goals that are challenging but achievable.
How to help children and young people understand, express and manage their feelings.	Support the development of effective non-cognitive skills such as perseverance, self-reliance and curiosity.
Why it is important for children and young people to challenge and test their abilities and the relationship between this and self-esteem.	Encourage children to take decisions and make informed choices.
	Model good behaviour.
The importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety.	Support children to manage their own behaviour.

Factors affecting children's self-concept including reactions of adults, expectations of adults, and opportunities for self-efficacy. Children's needs for independence, control, challenge and sense of achievement. Factors affecting children's behaviour including emotional security, short term factors such as tiredness and hunger and safeguarding issues. The importance of recognising and rewarding positive behaviour and how to do this. Expected levels of self-reliance and social behaviour at different ages and developmental stages.	Recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems.

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

Knowledge	Skills
The importance of communication and speech in children's development and the factors that affect development.	Recognise and act when there are causes for concern regarding a child's development.
How cognitive difficulties impact upon the development of language and communication and the possible effect on behaviour and education. The relationship between pupil self-esteem, self-management and education.	Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
	Differentiate work provided by the teacher.
	Support the delivery of individual education plans and strategies in consultation with families, carers, colleagues and external services.

Understand that there are different ways of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or becoming involved in offending behaviour.	Recognise, adapt and respond to all pupils, encompassing SEND/emotional vulnerabilities, for example through the use of strategies and Augmentative and Alternative Communication (AAC).
The roles of parents and carers in children's lives, including parental rights.	Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.
The possible impact of having a child with a disability or special educational need within a family.	Support children and young people's social inclusion.
Understand possible barriers to learning and how to support children and young people to overcome these.	Give assistance to enable children to experience a sense of achievement and encourage independence.
Strategies that support pupils to access the curriculum.	Support children with disabilities or special educational needs by providing care and encouragement.
	Support children's confidence and self-esteem.
	Support the development of a positive self-concept.
	Provide social and physical support.
	Promote equality of opportunity and anti-discriminatory practice.
	Provide support to bilingual children or those with EAL to ensure they are able to access the full curriculum.
	Support approaches that value a child's home language and supports them to acquire English.

Occupational Specialism: Supporting and mentoring students in further and higher education

Performance Outcome 1: Advise, guide and supervise students to acquire the most benefit from their educational programme

Knowledge Specific to Performance Outcome	Skills
How to provide vocational/pastoral advice and guidance.	Operate to ethical, regulatory and legal standards.
Effective questioning, active-listening and assertiveness techniques.	Maintain professional boundaries.
The need to plan contextualised education in authentic or realistic work settings with wider teams.	Maintain appropriate records for the study programme, complying with quality, confidentiality and data protection requirements.
The mentor's role in supporting the student's development.	Comply with internal and external quality assurance requirements.
How to provide valid evidence of progress and achievement.	
How information and learning technology (ILT) is used to support education.	Promote equality of opportunity and anti-discriminatory practice.
Quality assurance requirements relating to the mentoring environment.	Promote an ethos of motivation, aspiration and a passion for education.
	Give practical, technical and/or pastoral support and guidance.
	Support the work of the tutorial team by: • helping students to set and achieve targets • review actions • take responsibility for their own education.
	Liaise with relevant colleagues to support the implementation of students' action plans
	Provide clear and accurate explanations of instructions, processes and concepts.
	Use appropriately varied vocabulary to ensure understanding.

	Use strategies, including scaffolding and open questioning skills to enable access and engagement in education.
	Use specific feedback to help students make progress.
	Encourage students to take decisions and make informed choices.
	Support the development of effective non-cognitive skills such as perseverance, self-reliance and curiosity.
	Support the development of a positive self-concept.
	Support students to manage their own behaviour.
	Recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems.
	Reflect on the effectiveness of educational experiences.
	Critically evaluate own and others' practice.

Performance Outcome 2: Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience

Knowledge	Skills
The roles of assessors, coaches or teachers in providing practical help with assessment processes and requirements.	Plan education and work experience to meet the needs of students.
The roles of workplace and education provider colleagues who contribute to students fulfilling their action plans.	Provide structured education opportunities that meet students' needs.
	Work with colleagues and others to organise work placements that meet the needs of students and the demands of their course of study.
The role of workplace training in supporting academic and vocational education.	
An understanding of what makes work placement/experience effective, including shared understanding of the objective of the placement/experience between the student, the education provider and the placement provider.	Work with students and work place providers to ensure that that work placement/experiences meet the objectives set out for them.
The importance of ongoing communication with the work placement provider.	Identify and refer issues relevant to learners' progress, to education-providers and/or workplace colleagues.
An understanding of the factors that may disrupt the effectiveness of the work placement/experience and how these might be addressed.	Use of questioning, listening and assertiveness techniques to support progress.
	Liaise with assessors, coaches and/or teachers to facilitate formative and summative assessment of students' skills and knowledge.
	Make use of formative and summative assessment, tracking student's progress to plan next steps and shape educational opportunities.
	Work with others to improve equality of opportunity and inclusion.

Performance Outcome 3: Support students' progress and wellbeing

Knowledge	Skills
How students may become physically or psychologically at risk and channels for reporting concerns. Awareness of indications that a student may be experiencing or at risk including because of: • Mental health issues • Substance abuse • Eating disorders • Domestic abuse • Female genital mutilation • Modern slavery • Domestic abuse The importance of sharing relevant information, in a timely manner with the designated safeguarding lead. Who has a legitimate need to be kept informed of issues impacting on the student's wellbeing and progress. How to promote the safe use of technology and the web, including recognising and dealing with signs of cyber bullying and cyber grooming. The possible causes of the behavioural signs of regression, withdrawal, attention seeking, anti-social behaviour and self-damaging behaviour and approaches to managing them. How to help young people understand, express and manage their feelings.	Be vigilant in safeguarding students and others in contact with them. Recognise and act when there are causes of concern regarding a student's wellbeing. Identify and refer issues relevant to students' progress, to education providers and/or workplace colleagues. Comply with policy and procedures for sharing confidential information and know when and where to seek advice. Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of students. Ensure students use technology safely and appropriately. Participate in digital safety and cyber-bullying initiatives; consider Prevent and safeguarding responsibilities when working with learners in digital spaces. Recognise that digital information and media can cause distraction, overload and stress. Prepare and support students through transitions and significant events in their lives. Support students' social inclusion. Provide evidence of progress and achievement.

How to respond to accidents, injuries and emergency situations. How to signpost to specialist additional support and refer as appropriate.	Collaborate with the wider education support team to review student progress.

Performance Outcome 4: Promote students' motivation, aspiration and engagement

Knowledge	Skills
Know how to work supportively with students on a 1-1 basis to identify personal and academic barriers to successful education. Understand the common barriers to educational achievement.	Be able to support students with lateness/absence and under-achievement issues and encourage them back into regular and successful participation in education.
The importance of promoting aspiration.	Liaise closely with parents/guardians/carers as part of the mentoring process as appropriate for the age of the student.
The ways in which students' motivation to learn can be supported. How to support students to improve their organisational, time management and study skills.	Encourage students to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.
How peer pressure can impact on students' engagement Evidence-based theories of learning relevant to students in FE and HE settings	Develop strategies to support and encourage students to move towards independent learning.
Evidence-based interventions and approaches that support young people and adults to improve their literacy skills.	Support and promote student speech, language and communication development including through the use of strategies and Augmentative and Alternative Communication (AAC).
Evidence-based interventions and approaches that support young people and adults to improve their mathematical skills. Understand when they require support themselves and how to ask for it.	Support students' literacy using a range of strategies that include: • the use of systematic synthetic phonics in a way that recognises the needs and sensitivities of young people and adults • widening students' vocabulary • improving students' confidence in reading and writing • supporting the accurate use of spelling, punctuation and grammar

	• encouraging reading for enjoyment.
	Support the development of mathematics using a range of strategies and approaches including procedural fluency and conceptual understanding.
	Support students with disabilities or special educational needs by providing care and encouragement.
	Provide support to bilingual students or those with EAL.

Maths, English and digital skills

Maths

The completion of a level 2 mathematics qualification (GCSE mathematics or Functional Skills) is a minimum exit requirement for all T Levels. This will ensure that all students have demonstrated fluency and competence in mathematics, and are able to recognise the importance of mathematics in their own lives, in work and to society. Achievement of a level 2 mathematics qualification will also provide the foundation to access mathematics at a higher level, if required.

Technical Qualifications should contain sufficient and appropriate maths to help students reach threshold competence in their chosen specialism(s). The following General Maths Competencies (GMCs) have been developed with input from the Royal Society Advisory Committee on Maths Education (ACME), and awarding organisations will need to embed these, and the underpinning maths, into the specifications and assessments being developed as part of the Technical Qualification.

The GMCs below are relevant to this particular Technical Qualification:

- Communicate using mathematics
- Estimate, calculate and error-spot
- Measure with precision
- Optimise work processes
- Process data
- Understand data
- Work with proportion.

Awarding organisations who are awarded an exclusive license will need to integrate these into the Technical Qualification specifications and assessments, drawing upon a more detailed framework of maths that underpins the GMCs, currently being developed in association with the Royal Society ACME.

English

The completion of a level 2 English qualification (English language GCSE or Functional Skills) is a minimum exit requirement for all T Levels. This will ensure that all students have demonstrated that they can read fluently, communicate and write effectively, and demonstrate a confident control of Standard English.

The specifications for Technical Qualifications should ensure that students acquire the technical vocabulary, and gain the practical communication skills (written and oral), needed to achieve threshold competence in their chosen occupational specialism(s).

The assessments for Technical Qualifications should ensure that students:

- Know the correct technical vocabulary and use it appropriately

- Apply their communication skills (written and oral) appropriately, using Standard English
- Use accurate spelling, punctuation and grammar.

Digital

Technical Qualifications should contain sufficient and appropriate digital skills to help students reach threshold competence in their chosen specialism(s).

This Technical Qualification should support students to develop the digital knowledge and skills needed in order to:

- Plan and design learning materials and assessments, suitable for a range of student needs
- Make learning accessible for students with disabilities
- Accurately record and track pupil attainment and progress
- Communicate and collaborate online with colleagues, in a professional and safe manner
- Keep children safe online, paying due regard to anonymity, privacy and safeguarding issues
- Support students to use digital devices and online media safely and responsibly
- Apply legal, ethical and security guidelines when accessing media and collecting/using data.

Awarding organisations who are awarded an exclusive license will need to integrate these into the Technical Qualification specifications and assessments.