

T-LEVELS
THE NEXT LEVEL QUALIFICATION



THE
BEDFORD
COLLEGE
GROUP



T LEVEL EDUCATION & EARLY YEARS COURSE OVERVIEW

CITY AND GUILDS T LEVEL TECHNICAL QUALIFICATION IN EDUCATION & EARLY YEARS (LEVEL 3)

The T Level Technical Qualification in Education & Early Years allows learners to gain an understanding of what is needed to work within the education industry. Topics covered include safeguarding, health and safety and wellbeing, child development, special educational needs and disability and reflective practice.

This qualification is aimed at learners aged 16-19 years old who wish to work in the education industry.

A learner who completes this qualification is well placed to develop to full occupational competence with further correct support and training.

T Levels are new courses which will follow GCSEs and will be equivalent to three A Levels. These two-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares learners for work.

In the first year, students will study an education and early years common core, before specialising in Early Years Educators or Assisting Teaching in Year 2. The second aspect of the course will be a work placement where the student will gain on-the-job technical skills relevant to their course. As part of the course they will be set a work-based project which will allow them to apply the knowledge and skills they have gained. This work placement will be a minimum of 45 days.

YEAR 1 CORE CONTENT

The core content relates to the whole route, and the pathway that the Technical Qualification covers. This breadth of content will help to ensure students are able to apply their knowledge, understanding and skills in a variety of contexts and for a variety of different purposes.

The core content is divided into 12 elements and 4 core skills, all of which indicate the relevant knowledge and understanding of concepts, theories and principles relevant to all occupations within education and early years. This could include, where appropriate, assessment of knowledge and understanding relevant to the route and the pathway.

ELEMENTS OF CORE KNOWLEDGE

- 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

In addition to the Core Knowledge, students will gain knowledge and understanding of the Core Skills within the qualification. These are:

- 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

ASSESSMENTS IN THE FIRST YEAR

EXAMINATIONS - 70% OF OVERALL FIRST YEAR GRADE

Students will have to undertake two examinations at the end of their first year.

Paper A is a written exam and covers 50% of the Core Knowledge and understanding of Elements 1-6. It is made up of multiple-choice questions, short-answer and extended writing. Paper A is 35% of the grade for the first year

Paper B is a written examination and covers the other 50% of the Core Knowledge and understanding of Elements 7-12. It is made up of multiple-choice questions, short-answer and extended writing questions. Paper B is 35% of the grade for the first year

EMPLOYER-SET PROJECT - 30% OF OVERALL FIRST YEAR GRADE

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. This project will take place towards the end of the first year.

OBSERVATION VISITS IN PLACEMENT

Throughout the two-year programme, students will be observed in placement, to record the skills, knowledge and behaviours being learnt and implemented into practice. These visits are used to support the students, to prepare for the assessments in the second year.

YEAR 2 - OCCUPATIONAL SPECIALIST CONTENT

In the second year, students will undertake their chosen pathway. Specialist content is structured into different **occupational specialisms**. They ensure students develop the knowledge and skills necessary to achieve a level of competence needed to enter employment in their occupational specialism, and are organised around **'performance outcomes'** that indicate what the student will be able to do, as a result of learning and applying the specified knowledge and skills.

The occupational specialism our college offers within this course are:

- **Early Years Educator**
- **Assisting Teaching**



EARLY YEARS EDUCATOR

The Early Years Educator pathway requires that all students who choose this specialism complete 750 hours in industry placement. These additional hours are essential to enable the student to meet the requirements of the industry and gain sufficient occupational experience to be a competent employee in the early years sector. This will ensure students meet all of the full and relevant criteria in order to count in the staff: child ratios in an early years setting, at the appropriate level. In this case, students must demonstrate full competence rather than threshold competence and the additional hours are to support this.

While completing the placements, the students will be gaining the skills and knowledge expected of a practitioner working in the sector. They will cover the following five performance outcomes.

PERFORMANCE OUTCOMES

- **Support and promote children's play, development and early education**
- **Develop relationships with children to facilitate their development**
- **Plan, provide and review care, play and educational opportunities to enable children to progress**
- **Safeguard and promote the health, safety and wellbeing of children**
- **Work in partnership with colleagues, parents, carers and other professionals to support children's development.**

ASSISTING TEACHING PATHWAY

The Assisting Teaching pathway requires that all students who chose this specialism complete a minimum of 315 hours in industry placement. While completing the placements, the students will be gaining the skills and knowledge expected of a practitioner working in the sector. They will cover the following four performance outcomes.

PERFORMANCE OUTCOMES

- **Support the class teacher to enhance children's education, individually and in groups**
- **Plan, provide and review educational opportunities in collaboration with teachers and other adults**
- **Safeguard and promote the health, safety and wellbeing of children and young people**
- **Recognise, adapt and respond to individual children's needs, including those with special educational needs and disability (SEND), to support development and access to the curriculum.**



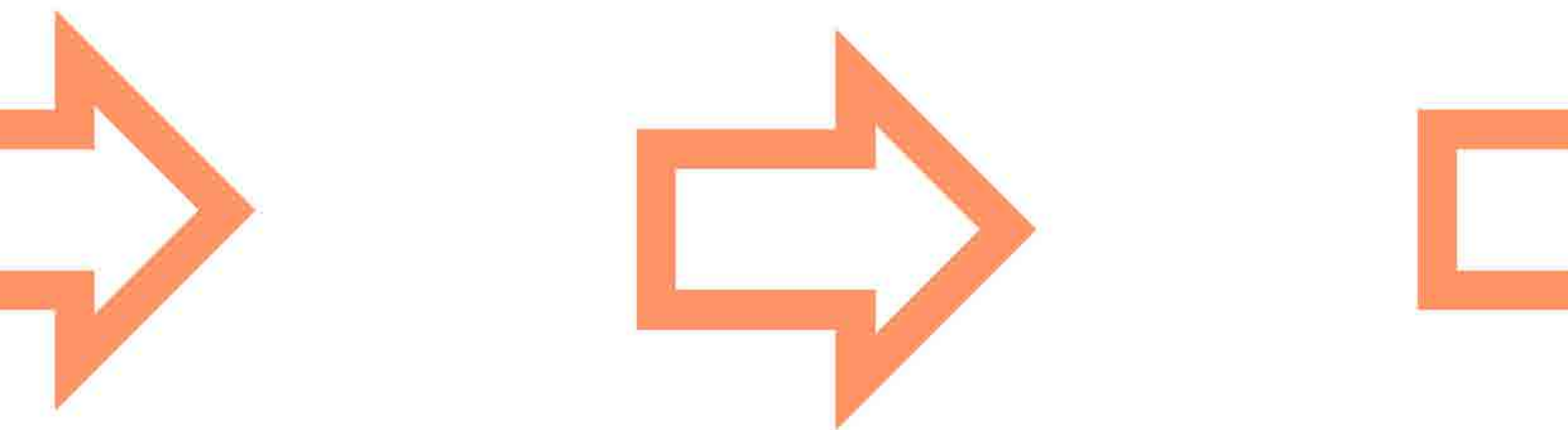
INTRODUCING T-LEVEL PLACEMENTS: A GATEWAY TO TALENT AND GROWTH

T-Level placements are more than just a work experience opportunity—they are a direct pathway for introducing the next generation of skilled talent into your business. These placements allow students to immerse themselves in the workplace, contributing fresh perspectives while gaining valuable hands-on experience.

At The Bedford College Group, we don't see this as a standalone opportunity. Upon successful completion of a T-Level placement, we are perfectly positioned to transition students into apprenticeships, enabling them to continue their career journey within the placement. This seamless progression ensures that employers benefit from a workforce that is not only familiar with your business but also eager to grow and develop within your industry.

Our mission is to offer more than just education; we aim to create meaningful career pathways. By partnering with us, you'll have access to a continuous pipeline of enthusiastic, well-prepared talent ready to meet the evolving needs of your sector.

The Bedford College Group wants to be your trusted talent partner—working alongside you to identify, develop, and nurture the future of your workforce. Together, we can build a journey that transforms students into valuable employees and supports your business in achieving its long-term goals.



CONTACT US

If you would like to offer an industry placement and want to find out more information or how to proceed, please contact our Business Development team



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