



Administrative Support Guide

T Level Technical Qualification in Craft and Design

Occupational Specialism: Ceramics Maker



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Occupational Specialism Specific Information

This Assessment Contains:

Material	Level of supervision and control	Dispatch Method
Task 1: Design and Make	Supervised, Medium control: 65 hours and 50 minutes	Secure web release
Task 2: Make to a Specification	Supervised, Medium control: 21 hours	Secure web release

The release dates and assessment windows can be found on the [Key Date Schedule](#).

Materials given to Providers:

Task	Materials Provided
All	<ul style="list-style-type: none"> Listed resources
Task 1	<ul style="list-style-type: none"> Task 1a Task Booklet Task 1b Task Booklet Task 1c Task Booklet Task 1d Task Booklet Task 1e Task Booklet Task 1f Task Booklet Task 1g Task Booklet Task 1h Task Booklet Task 1i Task Booklet Reference list template Experiment recording template Health and Safety recording template Peer feedback template Estimated costings template Estimated timeline plan template Reflect and respond to the client question-and-answer



	<ul style="list-style-type: none"> template • Final testing materials record template • Interpreting test results template • Health and Safety recording for testing materials template • Production schedule template • Contingency plan template • Final design making record template • Evaluation template
Task 2	<ul style="list-style-type: none"> • Task 2 Task Booklet • Glazing/oxide template • Evaluation template

Early release of assessment materials for preparation – approx. 3 months before assessment window.

Secure material will be released on our website [here](#).

Supervised Conditions and Control Definitions:

All the Tasks in this Occupational Specialism are undertaken in **supervised conditions under medium control**.

Supervised conditions	
Authenticity	<ul style="list-style-type: none"> • Students complete work under direct supervision. • Students are within direct sight of the supervisor(s) throughout the assessment.
Time	<ul style="list-style-type: none"> • Students have a limited amount of time in which to complete all work; the duration is specified by Pearson. • Time adjustments for students with additional needs will be made by Providers according to individual need and national guidance.
Resources	<ul style="list-style-type: none"> • Permitted resources are clearly specified on the Task paper. • The Provider must ensure that students only have access to the materials and resources as defined in the Task paper. • Display materials which might help students must be removed or covered.



Collaboration	<ul style="list-style-type: none"> Students complete their work independently; there is no interaction with other students unless specified.
Feedback	<ul style="list-style-type: none"> There must be no assistance of any description provided to the student during the assessment.

Medium control supervised conditions: Supervision can be done by the tutor. Medium controlled conditions **may** allow students to access resources, prepared notes or the internet to help them complete the Task.

Students may access online software during the assessment. However, Providers must isolate access to the software to ensure students do not have access to any other area of the internet in Tasks where internet use is not permitted.

Providers must put appropriate monitoring in place to ensure students only use blank templates and can only access their work during the supervised assessment sessions.

Use of the Internet:

For some Tasks students are allowed access to the internet. Where this is permitted, it will be clearly noted on the assessment documentation.

When using the internet students **must not**:

- Share their work with others
- Transfer any work relating to the Tasks to external sources including (but not limited to):
 - Personal cloud-based file storage
 - Community knowledge bases, discussion groups, social media or any other website
 - Removable storage media

Authenticity of work:

Providers should submit evidence that enables their students to be assessed against the assessment criteria. Providers must ensure that all materials can be identified as the student's own work. Group work or collaboration is permitted; however, students must produce their own independent responses and evidence.

Any sources of information, ideas, text, audio and/or visual assets created by others or artificial intelligence (AI) that students include in their work must be clearly identified and referenced including the source of the material.

Using generative AI without acknowledgement may have an impact on authenticity of the outcome, so use of AI must always be acknowledged.



Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

Student work and all materials provided must be always kept securely.

Acknowledging AI use:

Pearson are aware of the continued dynamics surrounding the use of AI and particularly in response to our Assessments. We will continue to monitor this and where conditions for its use/non-use in our assessments are not explicitly stated, we encourage Providers to follow JCQ guidance.

Before the assessment:

Providers must ensure that:

- They have read the instructions for delivery provided on the live assessment material, as well as any publication or communication from Pearson, to ensure they have the most relevant guidance to deliver this unit.
- They have understood the delivery of the assessment and read General Administrative Support Guide.
- They do not discuss the details of the assessment content with students.
- Students have been registered onto the correct course and entered for the correct assessment and series.
- Students due to sit the assessment are made aware of the timetabled sessions for the preparatory work and the supervised assessment.
- The materials for each Task/Activity must be kept secure until the start of the assessment session for the Task/Activity scheduled by the Provider.
- In advance of the scheduled assessment the Provider will need to organise the specified materials and resources for the assessment.

The Assessment Window:

Below is an example of the assessment schedule for this Occupational Specialism.

Week	Assessment Task
Week 1	Task 1a and 1b
Week 2	Task 1b (continued)
Week 3	Task 1c



Week 4	Task 1d and 1e
Week 5	Task 1f
Week 6	Task 1g
Week 7	Task 1h
Week 8	Task 1h (continued)
Week 9	Task 1h (continued) and Task 1i
Week 10	Task 2a, 2b and 2c
Week 11	2d and 2e

The Occupational Specialism assessment takes place over several weeks across the Spring and Summer terms.

The assessment window is set by Pearson, start and finish dates are published annually in the Key Dates Schedule. Providers must schedule the Tasks within the assessment window. We suggest sessions should not exceed three hours and the Provider must share the schedule with students.

The Task will be released approximately three months prior to the assessment window to allow Providers time to manage the resourcing of materials, tools and equipment required for the assessments.

During the assessment:

To maintain security during the formal assessment period:

- The assessment areas must only be accessible to the individual student and named members of staff.
- Students can only access their work under supervision.
- All student work must be kept secure.
- During any permitted break, materials must be kept securely and no items removed from the supervised environment.
- Students are permitted to have access to the internet during **some** of the supervised assessment periods and this is specified within each Task description in this document



Attendance Register

The attendance register is accessed online and available to Providers with their OneDrive link that they will get 48 hours before Task 1 submission deadline. This will be sent to Providers via **email**.

If a student is absent or has been withdrawn from the assessment, you must mark the student as 'Absent' on the attendance register. All students who complete work should be marked as 'Present'.

If a student is absent from a Task, you must mark them as 'Absent' to indicate that they did not complete that part of the assessment.



Set Tasks

For all Tasks in the Occupational Specialism:

- The assessment areas are subject to the Provider's usual health and safety policies and procedures, which must be followed and adhered to by students, tutors and technicians.
- Where specified, students must have access to a computer with appropriate software.
- Providers are responsible for selecting the software. For familiarity, it is recommended that students have access to the same software they used during their teaching and learning.
- Student evidence created using specialist software should be saved in a universal and accessible format, such as PDF, JPEG, MP3 or MP4.
- Templates are provided by Pearson for some activities, these must be explained to students so they are aware of the requirements.
- Templates must initially be issued in an editable format so students can insert the relevant information.
- At the end of the assessment session, where applicable, tutors must create a non-editable digital copy of the specified outcomes for reference in later sub-Tasks.
- Providers must set up individual user profiles for each Task that are only accessible to students during the supervised session. The profiles must be locked at the end of each session.
- The user areas must be archived for each student.
- Each student must zip their files and store them in a Digital Portfolio, which must be named as directed in the instructions of the Task Booklet.
- Outcome materials for each student must be securely stored until appeals are concluded.
- Students' physical assessment outcomes, including experiments, samples and test pieces, must be retained for moderation.

Photography:

- All non-digital evidence produced by students must be digitised and transmitted using the Provider's scanners, cameras or other devices to ensure security.
- Any suitable device may be used to capture assessment evidence.
- It is expected that tutors will oversee the photography of students' work. Tutors will be permitted to assist or direct students as appropriate to ensure photographs are of the correct quality, except for Task 1h Activity 2.
- If necessary, students may benefit from participating in workshops that support best practices in taking photos and uploading them to relevant digital platforms.
- Students must photographically record their evidence of assessment outcomes from each activity and upload this to their Digital Portfolio folder at the end of each activity. All photographs taken during the assessment must be saved in a separate folder within the Digital Portfolio folder and kept securely for moderation.



Task 1

For the Task:

- Task 1 contains nine sub-Tasks that **must** be undertaken in sequential order.
- Students **must** complete **Task 1** in **supervised conditions** under **medium control**.
- Students **must** complete the Task in **66 hours and 50 minutes**.
- Students **are permitted** access to the internet.
- All Tasks are **scheduled by the Provider** in the assessment window.
- The Provider **must** advise students of when any supervised breaks have been scheduled.

Task 1 contains a Set Task Brief given to students when they start the Task. This is then used throughout Task 1 to support the production of craft and design outcomes.

Task 1a

For the Task:

- Students must complete the Task in **3 hours and 30 minutes**.
- Task 1a consists of two activities.
- Students **are permitted** access to the internet and online/printed resources during this Task.

Activity 1:

- Students are required to interpret the brief.
- Students' notes can be collated using an appropriate format (e.g. mind map, list, notes). This can be created digitally or handwritten (e.g. an A4-sized page) and then scanned/photographed.

Activity 2:

- Students are required to carry out secondary research to inform and expand their notes in response to Activity 1.
- In addition to subject-specific resources, it is recommended that Providers offer a broad range of cultural, social, historical and contemporary art, design and craft research resources. These could be online subscriptions, books and journals that include contributions from artists, designers and craftspeople across various subject specialisms.
- Students have a **maximum of eight digital slides** on which to record their research. Research findings may be collated either digitally or by hand using a range of media and then scanned/photographed. Research may include original sketches (physical or digital) and annotations.
- Students will need to consider the appropriateness, reliability and validity of the research sources they have selected.
- Students must reference their research sources using the templates provided by Pearson.

**Students must have access to:**

- The Task 1a booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Digital facilities (e.g. image scanner, digital camera, printer).
- Traditional drawing materials and tools (e.g. paper, pencil, ink, paints, collage materials).
- Subject-specific publications: online/physical copies relating to ceramics, craft and design.
- Relevant subject-specific books, journals.
- Their Digital Portfolio folder.
- Template provided by Pearson:
 - Reference list templates.

Submitting Task 1a:

At the end of Task 1a students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing a summary of notes interpreting the brief
 - PDF document containing digital slides capturing research
 - PDF document containing a list of references completed on the template provided by Pearson.
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials are clearly labelled with Student Name and Student Number.

At the end of Task 1a, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials that have been created during the Task.
- Create a non-editable digital copy of the outcomes from Task 1a (summary notes, digital slides, Reference list template/s).



Task 1b

For the Task:

- Students must complete the Task in **10 hours**.
- Task 1b consists of two activities.
- Students **are permitted** access to the internet and online/printed resources during this Task.

Activity 1:

- Students are required to undertake experimentation relevant to their research and ideas.
- It is recommended that Providers offer a broad selection of materials to support students' experimentation, such as clay, card, paper, fabrics, plastic, tape, glue, glue guns and staple guns.
- No specific number of experiments is stipulated.
- Students must use the Experiment Recording template provided by Pearson.

Activity 2:

- Students are required to collate their proposed ceramic ideas onto **three digital slides**. The slides will be presented to their peers in Task 1c.
- Students will use the Health and Safety recording template provided by Pearson to assess risks and the associated mitigations.
- The Health and Safety recording template must be completed before starting the experimentation process. The template can be updated if further risks are identified during the experimentation process. Students will also use this template to record any additional risks in later activities.

Students must have access to:

- The Task 1b booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Digital Portfolio folder.
- A non-editable digital copy of their outcomes from Task 1a (initial thoughts/starting point, mind map, research, digital slides, Reference List template).
- Digital facilities (e.g. image scanner, digital camera, printer).
- Traditional drawing materials and tools (e.g. paper, pencil, ink, paints, collage materials).
- Subject-specific publications: online/hard copies of publications.
- Subject-specific books and journals.
- Ceramics studio containing standard clays, relevant materials, tools and equipment (including personal protective equipment (PPE)).
- Templates provided by Pearson:
 - Experiment recording template
 - Reference list template
 - Health and safety recording template.



Submitting Task 1b:

At the end of Task 1b, students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing digital slides capturing evidence of ceramic ideas and 2D/3D experimentation
 - PDF document containing a completed Experiment recording template provided by Pearson
 - PDF document containing a completed Health and safety Recording template provided by Pearson
 - PDF document containing three digital slides showing three selected ceramic ideas with annotation and justifications.
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials are clearly labelled with Student Name and Student Number.

At the end of Task 1b, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials that have been created during the Task.
- Create a non-editable digital copy of the outcomes from Task 1b (Digital slides, Experiment Recording template, Health and Safety recording template).



Task 1c

For the Task:

- Students **must** complete the Task in **3 hours**.
- Task 1c consists of three activities.
- Students **are permitted** access to the internet during this Task.

Activity 1:

- Activity 1 is **not** marked.
- This is a group presentation activity; students are required to show their three proposed ceramic ideas using the slides created in Task 1b.
- The tutor must introduce the activity and highlight the significance of the feedback process, stressing how valuable it is for students to both receive and provide constructive feedback to their peers.
- The tutor **must** decide how the students will be grouped.
- The tutor is responsible for managing the structure of the presentation activity within the timeframe. It is recommended that the group activity is facilitated with a maximum of three students per group, allowing students sufficient time to:
 - present their ideas, including obtaining verbal feedback and questions
 - capture their feedback and record this on the Peer Feedback template provided by Pearson.
- Each student is to receive written feedback from their peers. A **minimum of one piece** of peer feedback **per student** is required. Collective feedback from the peer group could be collated by a designated scribe and compiled into section 1 of the Peer Feedback template.
- Tutors must explain the template and the requirements of each section to be completed. Students must be encouraged to complete each section of the template and to be constructive with their responses.

Activity 2:

- Students are required to respond to peer feedback following the presentation activity.
- Students must consider the feedback and any suggestions they have received and, as a result, decide if they wish to amend their ideas. Students must give justifications for their choices and note this within section 2 of the Peer feedback template.

Activity 3:

- Students are required to create a preliminary annotated drawing of their proposed ceramic idea.
- The preliminary annotated drawing can be created digitally or by hand using appropriate media and scanned and uploaded to the student's Digital Portfolio folder.
- The drawing **must** be annotated to support the proposed ceramic idea. Relevant colour/material samples may be attached if applicable.

NB: Task 1g gives the opportunity for students to create technical drawing/s with specifications of their chosen final design.



Students must have access to:

- The Task 1c booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Their Digital Portfolio folder.
- A non-editable digital copy of their outcomes from Task 1b, Activity 2 (digital slides showing three proposed ceramic ideas).
- Digital facilities (e.g. image scanner, digital camera, printer).
- Traditional drawing materials and tools (e.g. paper, pencil, ink, paints, collage materials).
- Ceramics studio containing standard materials, tools and equipment, including PPE.
- The physical examples of 2D/3D experimentation created in Task 1b.
- Template provided by Pearson:
 - Peer feedback template.

Submitting Task 1c:

At the end of Task 1c, students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing a completed Peer feedback template provided by Pearson
 - PDF document containing the preliminary annotated drawing of the chosen ceramic piece/s.
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials are clearly labelled with Student Name and Student Number.

At the end of Task 1c, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Create a non-editable copy of the preliminary annotated drawing.
- Securely store **all** students' physical assessment materials that have been created during the Task.



Task 1d

For the Task:

- Students **must** complete the Task in **5 hours**.
- Task 1d consists of two activities.
- Students **are permitted** access to the internet during this Task.

Activity 1:

- Students are required to calculate estimated costings and produce a draft timeline.
- Students must use the Estimated Costings template provided by Pearson. Please note:
 - Section 1 is mandatory
 - Section 2 is optional
 - Section 3 is optional
 - Section 4 is mandatory
 - Section 5 is mandatory.

Prior to the activity:

- Tutors **must** identify a range of appropriate materials and their prices from suppliers. This information will need to be given to students at the start of the activity so that it can be used to inform **section 1** of the Estimated Costings template.
 - Students will use this information to calculate:
 - the quantity of each item/material needed to realise their ceramic piece/s
 - the cost per item
 - the subtotal of costs.
- Tutors must review the materials/items/services the student could potentially use to complete the assessment and identify whether these would be available within standard workshops in the occupational specialism. If materials/items/services fall into a specialist category, typically outsourced in the sector, simulated prices should be provided to the student to complete **section 3** of the Estimated Costings template.
- Tutors must communicate to students that it may be useful to complete **section 4** of the Estimated Costings template in conjunction with the draft timeline.
- Students **must** be made aware that the labour costings should **not exceed 30 hours**. Students will be able to revisit estimated costings in Task 1f and, if required, adjust them to calculate the final costings.

Activity 2:

- Students must prepare a digital presentation to pitch their proposed ideas to the client.
- Students **must** have access to the **non-editable** copies/physical outcomes from the previous Tasks.
- The digital presentation **must not exceed eight slides**.
- Students may choose to support their presentation with prompt words or bullet points or may choose to use the speaker's notes function on the presentation. Please note, any handwritten notes must be photographed and submitted.
- Students can plan to take any physical examples of their work that may be useful, e.g. samples of materials or samples showing the making processes to be used.



The ten-minute pitch will be delivered in Task 1e, Activity 1.

Students must have access to:

- The Task 1d booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Their Digital Portfolio folder.
- A non-editable digital copy of the outcomes from Tasks 1a, 1b and 1c.
- Digital facilities (e.g. image scanner, digital camera, printer).
- List of Provider-sourced materials and price lists (to support sections 1 and 3 of the Costings template).
- Calculator.
- Templates provided by Pearson:
 - Estimated costings template
 - Estimated timeline Plan template.

Submitting Task 1d:

At the end of Task 1d, students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing a completed Estimated costings template.
 - PDF document containing a completed Estimated timeline Plan template.
 - PDF document containing a digital pitch presentation and any supporting notes. Handwritten notes must be photographed/scanned and submitted as a PDF document.
- Use the naming conventions detailed in the Task Booklet.

At the end of Task 1d, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Create a non-editable digital copy of the outcomes from Task 1d (Estimated Costings template, Estimated Timeline Plan template, completed digital slide presentation, and a copy of any speaker notes).



Task 1e

For the Task:

- Students **must** complete the Task in **1 hour and 20 minutes**.
- Task 1e consists of two activities.
- Students **are permitted** access to the internet during this Task.

Activity 1:

- Students are required to pitch their presentation to the client using the digital presentation slides created in Task 1d, Activity 2.
- To support manageability of this activity, the tutor or relevant member of staff will represent the client.
- The tutor **must timetable** the student presentations and **monitor** the timings for the presentation and the Q&A session, allowing sufficient time for setting up/logging off between student pitches.
- The suitability of the setting used for the presentations and Q&A session must be considered.
- Students **must not** deliver their presentation to an audience other than the tutor or member of staff representing the client.
- Feedback **must not** be provided to the students.
- Students **must not** be questioned or prompted.
- This activity **must** be recorded. The recording must be digital, such as:
 - an unedited digital video recording of the live presentation
 - a screen recording of the presentation.
- Relevant audio-visual recording equipment **must** be set up prior to the presentations.
- If a video recording is to be made of the live presentation, the tutor **must** make sure the student can be clearly seen and heard when presenting.
- Students **must** introduce themselves to the client (name and student ID number).
- Each student will have **a maximum of ten minutes** in which to deliver their presentation.

Client question-and-answer session:

- Following the presentation, there will be a **ten-minute** Q&A session with the client.
- The questions to be used have been provided below.
- To ensure a standardised approach, each student **must** be asked the same questions. Tutors may repeat the question if required.
- Students **can** take notes during the question-and-answer session.
- Feedback **must not** be provided to the students.
- A copy of the pitch presentation recording and the Q&A session must be made available for students to access and listen to when reflecting and responding to the client question-and-answer session in Task 1e, Activity 2.



Questions to be used by the tutor/client in the Q & A session:

- **Budget and Timeline**
What measures have you put in place to ensure that you can complete the ceramic piece on budget and in the time specified?
- **Reducing Costs**
What methods or processes could you recommend to reduce the costs of the design idea and how would this impact the quality of the finished item?
- **Meeting the Brief**

How well do you feel your proposed ceramic idea fulfils the brief and are there any changes that you'd like to make to the proposed idea before finalising the design?

Activity 2:

- Students are to reflect upon the Activity 1 client Q&A and record their responses along with justifications for additional actions or amendments to their design idea.
- Students **must** use the Reflect and Respond to Client Q&A template provided by Pearson to record their responses.
- Students **can** make annotated thumbnail sketches within the template, should this support their suggested proposed amendments to ideas.
- Students **can** refer to any notes taken during the Q&A session and/or have access to a copy of the pitch presentation recording to refer to when reflecting on and undertaking Task 1e Activity 1.

Students must have access to:

- The Task 1e booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Their Digital Portfolio folder.
- Digital facilities (e.g. image scanner, digital camera, printer).
- A non-editable digital copy of the completed estimated costings and time plan from Task 1d, Activity 1.
- A non-editable digital copy of the completed digital slide presentation created in Task 1d Activity 2 and a copy of any speaker notes.
- Audio-visual recording equipment, e.g. tripod, camera, projection screen.
- A pen/pencil and paper to write down notes.
- Physical examples of work from Task 1b to show (e.g. samples of materials/experiments or maquettes showing the making processes to be used).
- A suitable surface on which to display supporting materials.
- A clock to help pace the pitch presentation delivery.
- A copy of the Task 1e Activity 1 audio-visual recording to support Activity 2.
- Template provided by Pearson:
 - Reflect and respond to client Q&A template.



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Submitting Task 1e:

At the end of Task 1e, students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - The digital recording of the pitch presentation and question-and-answer session
 - PDF document containing a completed Reflect and respond to client Q&A template.
- Use the naming conventions detailed in the Task Booklet.

At the end of Task 1e, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Check each student's pitch presentation recording can be replayed effectively before it is uploaded to the Digital Portfolio folder (to include the delivery of the pitch presentation and the question-and-answer session).



Task 1f

For the Task:

- Students must complete the Task in **6 hours**.
- Task 1f consists of two activities.
- Students **are permitted** access to the internet during this Task.
- The Provider may allow some flexibility around the division of timings for each activity, ensuring the total time for the Task does not exceed 6 hours. It is suggested that students allow 2 hours to complete each of the following assessment activities:
 - Tests before biscuit firing
 - Tests of glazes and finishes (after biscuit firing and before second final firing)
 - Finalising all materials and techniques ready for making final ceramic work.
- There will be time between the assessment activities to allow for drying and firing. This will not take place as part of the scheduled assessment time.

Activity 1:

- Students are required to carry out detailed tests to inform their final design, prior to making the final ceramic work.
- Students **can** use the suggested examples of tests for materials, techniques and processes as a guide for their practice and/or add their own tests as appropriate.
- Students **must** use the Final Testing Materials Record template provided to record details of their tests.
- Students **must** take photographs of their tests and insert these into the Final Testing Materials Record template. Students **must** also record any new health and safety risks they encounter during the making process if they have not already recorded these in the previous Task 1b. Students must receive a copy of the completed Task 1b Health and safety recording template and update this if required.

Activity 2:

- Students must review and interpret the results from the testing process, which informs how they prepare for making their final work. Student evidence **must** be compiled in the Interpretation of Test Results template.
- Students are required to complete any essential preparatory work for the final work. Student preparatory work can be focused on finalising and checking materials to ensure that they meet the requirements of the design. Additional preparatory work undertaken will be individual to each student and their final designs, for example preparing specific surface decoration materials, making stencils.
- Students must use the Interpretation of Test Results template to evidence their essential preparatory work.



Students must have access to:

- The Task 1f booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Their Digital Portfolio folder.
- Digital facilities (e.g. image scanner, digital camera, printer).
- Ceramic studio containing standard clays, slips, raw glazes, oxides and other materials, tools, equipment and machinery, including PPE.
- The tests/maquettes from the final firing to be able to interpret and photograph the results and use these to inform their final making.
- Templates provided by Pearson:
 - Final testing materials record template
 - Interpreting test results template
 - Task 1f Health and safety Record for testing materials template.
 - access to a copy of the completed Task 1b Health and safety record for testing materials template

Submitting Task 1f:

At the end of Task 1f, students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing a completed Final testing materials Record.
 - PDF document containing a completed Interpreting test results Record.
 - PDF document containing an updated Health and safety record template (if applicable).
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials are clearly labelled with Student Name and Student Number.

At the end of Task 1f, the Provider must:

- Securely store **all** students' physical assessment materials (e.g. test pieces, maquettes) that have been created during the Task.
- Ensure students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Create a non-editable digital copy of the outcomes from Task 1f (Final Testing Materials Record template, Interpreting Test Results record, updated Health and Safety Record template).



Task 1g

For the Task:

- Students must complete the Task in **5 hours**.
- Task 1g consists of two activities.
- Students are permitted access to the internet during this Task.

Activity 1:

- Students are required to produce technical drawings showing different aspects of their design, for example front, back and side view, where applicable.
- No maximum number of drawings have been specified. The drawing is specified as a maximum of A3 size (if hand drawn).
- Students can produce additional drawings illustrating sections of detail.
- Drawings must include relevant annotations and use the correct industry terminology.
- Drawings may be produced either digitally and/or by hand using a range of media and then scanned/photographed.

Activity 2:

- Students **must** review their estimated costings and time plan and complete a final costings and production schedule.
- Students **must** complete the Contingency Planning Activity template.
- Tutors **must** provide the student with a non-editable copy of their original estimated costs (from Task 1d).
- Tutors **must** provide the student with a non-editable copy of their original Estimated Time Plan template (from Task 1d).
- Students **must** use the Production Schedule template to plan the activities and durations involved in making their work, including any time required to set up and clear down their workspace.

Students must have access to:

- The Task 1g booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Their Digital Portfolio folder.
- A copy of the completed Task 1b Health and Safety Recording template.
- A non-editable digital copy of the Estimated Costings template from Task 1d (the completed Estimated Costings and Estimated Time Plan templates).
- Materials, samples and outcomes from Task 1f.
- Digital facilities (e.g. image scanner, digital camera, printer).
- Drawing materials if students choose to hand draw the technical drawings (e.g. paper, pencil, ink, paints, collage materials).
- Calculator.
- Templates provided by Pearson:
 - Production schedule template



- Contingency Plan template.

Submitting Task 1g:

At the end of Task 1g, students must:

- Save **all** the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing technical drawings with specifications
 - PDF document containing an updated Estimated costings template from Task 1d, Activity 1
 - PDF document containing a completed Production schedule template.
 - PDF document containing a completed Contingency plan template.
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials being worked on are clearly labelled with Student Name and Student Number.

At the end of Task 1g, the Provider must:

- Ensure students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials that have been created during the Task.



Task 1h

For the Task:

- Students **must** complete the Task in **31 hours**.
- Task 1h consists of two activities.
- Students are permitted access to the internet during this Task.

Activity 1:

- Students are required to make and finish their final ceramic work.
- **Students have 30 hours** to complete Activity 1.
- The 30-hour making session can be divided up to suit the activities the student is undertaking. Students **must** ensure they incorporate time into each scheduled assessment session, where appropriate, to set up and clean up their workspace.
- Students **must** check they have the correct materials, tools and equipment ready for use, ensuring, where appropriate, that all items are in working order. Before starting to make their work, students must set up their workspace in a logical and practical way, ensuring it is free from potential hazards, and it complies with health and safety regulations. This process **must** be photographed.
- Students **must** take photographs of the technical making process and insert the images into the Final Design Making Record template.
- Students **must** record any new health and safety risks they encounter during the making process if they have not already done so in Task 1b or Task 1f. Students **must** have a copy of their completed Task 1b Health and Safety Recording template and update this if required.
- Having completed the making of their ceramic work, students must clear their workspace, following policies and procedures for the safe and ecological disposal of waste.

Activity 2:

- Students must present their completed ceramic work (once the finished ceramic work has had its second firing) and photograph this, ensuring the final images are of a suitable standard to be sent to the client/used for promotion.
- Prior to the assessment, students may prepare for Activity 2 'Present Final Work' by organising relevant materials/resources which may enhance the final presentation and photography of their work.
- Students have **1 hour** to photograph their final work and then to protect and package the ceramic work.
- Students **must** complete the photography component of this activity independently, without assistance from tutors or technicians.

Students must have access to:

- Task 1h booklet.
- PC with internet enabled.
- Appropriate presentation and design software.
- Their Digital Portfolio folder.
- Digital facilities (e.g. image scanner, digital camera, printer).



- Ceramic studio/workshop containing all equipment, facilities and machinery required to make and finish final ceramic work, including PPE.
- Materials that students have identified in previous activities that are required to make the final work.
- Outcomes from Task 1f:
 - Test pieces, maquettes
 - A non-editable digital copy of the Final Testing Materials Record template
 - A non-editable digital copy of the Interpreting Test Results template
 - A non-editable digital copy of the completed Health and Safety Record for Testing Materials template
 - Relevant preparatory work.
- Outcomes from Task 1g:
 - A copy of the final technical drawings with specifications.
- A non-editable digital copy of:
 - Revised Costings template
 - Completed Production Schedule template.
- Any additional materials students have chosen to enhance how their work is showcased in Task 1h, Activity 2.
- Appropriate protection and packaging for the ceramic work.
- Template provided by Pearson:
 - Final design making record template.

Submitting Task 1h:

At the end of Task 1h, students must:

- Protect and package their final ceramic work.
- They **must** ensure the final work is clearly labelled with their Student Name and Student Number.
- Save **all** the following evidence to their Digital Portfolio folder:
 - PDF document containing a completed Final design making record provided by Pearson
 - PDF document containing an updated copy of Task 1g Production schedule template (if applicable)
 - PDF document containing an updated Health and safety record template for testing materials provided by Pearson (if applicable).
- Submit annotated photographs of:
 - The set-up workspace
 - Record of quality checks made throughout the making
 - Final quality control checks
 - The cleaned-up workspace
 - The finished, fired ceramic work from all angles, including close-ups of details.
- Use the naming conventions detailed in the Task Booklet.

At the end of Task 1h, the Provider must:

- Ensure students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials (e.g. final work) that have been created during the Task.



Task 1i

For the Task:

- Students must complete the Task in **2 hours**.
- Task 1i consists of one activity.
- Internet access is **NOT** permitted.

- **Activity 1:** Students are required to reflect on and evaluate how well they handled the process of designing, making and meeting the requirements of the brief. Students **must** reflect on what they would do differently if making the work again.
- Students **must** respond to the questions around aftercare and the protection and packaging of their final piece/s.
- Students **must** complete their evaluation using the template provided by Pearson.

Students must have access to:

- The Task 1i booklet.
- PC with appropriate digital software.
- Their Digital Portfolio folder containing all evidence uploaded from previous activities.
- Final finished glaze-fired ceramic work.
- Template provided by Pearson:
 - Evaluation template.

Submitting Task 1i:

At the end of Task 1i, students must:

- Save all the following evidence to their Digital Portfolio folder for submission:
 - PDF document containing a completed Evaluation template provided by Pearson.
- Use the naming conventions detailed in the Task Booklet.

At the end of Task 1i, the Provider must:

- Ensure students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Ensure the final work is clearly labelled with Student Name and Student Number and stored securely in preparation for moderation by Pearson.
- Submit the student files for the Task 1 assessment by the submission deadline.



Task 2

- Task 2 contains **five** sub-Tasks that **must** be undertaken in sequential order.
- Students **must** complete **Task 2** in **supervised conditions** under **medium control**.
- Students **must** complete the Task in **21 hours**.
- All Tasks are **scheduled by the Provider** in the assessment window.
- The Provider **must** advise students of when any supervised breaks have been scheduled.
- In advance of the scheduled assessment, the Provider **must** purchase and organise the specified materials and resources for the Task 2 assessment. The materials required to create the ceramic work are listed in the Task 2 Appendix. As a contingency, it is highly recommended that Providers ensure a surplus of the specified materials is available.
- Advanced planning and preparation of materials and resources may be required where the technical specification allows scope for individual student choice. For example, in Task 2b Activity 2: Decorate coil form with slip, students may choose their own appropriate techniques to apply the slip decoration.
- Technical specifications for the Task are provided in the Task 2 Appendix.
- To support the making of the ceramic work, students are supplied with technical specification documents for each stage of production. Students **must** follow the technical specification when making the work.
- The Set Task Brief provides an overall vocational context and scenario for the craft and design outcome/s to be produced throughout Task 2.
- The approach to the Set Task Brief will remain the same each series, testing students' technical skills in making ceramic work following the supplied technical specification.
- Each sub-Task has a suggested timescale for completion. Students may deviate from this schedule if they wish, as long as the making and evaluation of all activities is completed within the allocated **21 supervised hours**.
- This is the suggested schedule for making:
 - Task 2a: Prepare clay, slabs and template, then make coiled form – 6 hours
 - Task 2b: Cut slabs, assemble planter and decorate coiled form – 6 hours
 - Task 2c: Throw and finish a lidded container – 6 hours
 - Task 2d: Glaze the lidded container and undertake final quality checks – 2 hours
 - Task 2e: Evaluation – 1 hour
- Timings do not include drying time in between activities.
- Students **must** photograph each stage of their work-in-progress, including the results of any checks made to the work. Photographs can be annotated to support this process.
- Students are **not** allowed to make changes to evidence produced in previous activities during this Task.

Workspace set-up and clear-up:

- Students are required to evidence their prepared, set-up workspace and their cleaned-up workspace, as appropriate. Students should ensure they incorporate time into each assessment session, where appropriate, to set up and clean up their workspace.
- Photographs must show:
 - The workspace is free from potential hazards and complies with the Provider's



- working practices and health and safety regulations
 - The relevant tools and equipment, including any essential PPE required for the
 - specified activity
 - The workspace cleared and cleaned
 - Any used equipment, tools or machinery cleaned as appropriate and waste materials disposed of in adherence with relevant health and safety procedures.
- Photographs can also be annotated to support this process.
- Up to 6 marks are awarded for evidencing the setting up and clearing up of the workspace throughout Task 2.



Task 2a

For the Task:

- Students must complete the Task in **6 hours**.
- Task 2a consists of four activities.
- This is the suggested schedule for Task 2a:
 - Activity 1: Prepare clay – 30 minutes
 - Activity 2: Roll slabs – 45 minutes
 - Activity 3: Draw and make paper/card templates – 15 minutes
 - Activity 4: Make a coiled form – 4 hours 30 minutes.

Activity 1:

- Students are required to prepare the clay for the coiled form and slabbed planter to the technical specification provided using appropriate tools and equipment.
- Students must check the accuracy of their work and record the results.

Activity 2:

- Students are required to roll out the slabs for the slabbed planter and prepare them for drying.
- Students must check the accuracy of their work and record the results.

Activity 3:

- Students are required to draw out and make templates for the slabbed planter.
- Students must check the accuracy of their work and record the results.

Activity 4:

- Students are required to construct the coiled form to the technical specification provided using appropriate tools and equipment.
- Students must check the accuracy of their work and record the results.

Students must have access to:

- The Task 2a booklet.
- Their Digital Portfolio folder.
- PC with appropriate digital software.
- Digital facilities (e.g. image scanner, digital camera).
- Technical specification for the ceramic items (Fig. 1 and Fig. 2).
- Ceramic studio/workshop containing relevant materials, tools, equipment and machinery, including PPE.
- 12.5kg terracotta clay.
- Terracotta slurry/slip for joining.
- Paper, thin card, pens and pencils, 30cm ruler, set square, compass, scissors, craft knife.



- Porous surface suitable for kneading/wedging clay, weighing scales, ware boards, rolling cloths, rolling pins, guide rails of various thicknesses, wire, needle, potter's knife, scalpel, serrated and smooth knives, surform, wooden rib, rubber knives in a variety of stiffnesses, wooden modelling tools, sgraffito tools, paddle/spatula, small and large sponges, plastic bowl, plastic containers, bevel tool, spirit level, banding wheel (turntable), spoon/stone for burnishing, heat gun, access to sink with hot and cold running water, hot box, damp cupboard, plastic wrapping material.

Submitting Task 2a:

At the end of Task 2a, students must:

- Save the following annotated photographic evidence to their Digital Portfolio:
 - Workspace prepared, set up and ready for making
 - Each stage of the work-in-progress
 - The prepared clay on weighing scales to show the weight of the clay
 - The lump of prepared clay, sliced through with a wire to show the consistency of the clay inside the lump
 - The kneaded or wedged clay on the weighing scales to show how much clay has been prepared
 - The smooth, evenly rolled-out slabs of terracotta clay
 - The drawn and cut-out paper/card template for the planter
 - An example of the rolled coils
 - The coiled form-in-progress (several photographs taken at various activity points during the making, including one against a ruler to show scale)
 - The completed coiled form (several photographs from various angles including one against a ruler to show scale)
 - The results of the checks that have been made to the work
 - The cleaned-up workspace.
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials being worked on are clearly labelled with Student Name and Student Number.

At the end of Task 2a the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials that have been created during the Task.



Task 2b

For the Task:

- Students must complete the Task in **6 hours**.
- Task 2b consists of two activities.
- This is the suggested schedule for Task 2b:
 - Activity 1: Cut slabs and assemble planter – 3 hours
 - Activity 2: Decorate coiled form with slip – 3 hours.

Activity 1:

- Students are required to make the slabbed planter to the technical specification provided using appropriate tools and equipment.
- Students must check the accuracy of their work and record the results.

Activity 2:

- Students are required to decorate the coiled form using coloured slip. Students may use any form of appropriate slip decoration technique for this activity.
- Students must check the accuracy of their work and record the results.

NB: Providers must ensure all students have access to their chosen materials and resources necessary to complete the slip decoration activity.

Students must have access to:

- The Task 2b booklet.
- PC with appropriate digital software.
- Their Digital Portfolio folder.
- Digital facilities (e.g. image scanner, digital camera).
- Pen, pencil, notepad.
- Technical specification drawing (Fig. 1 and Fig. 2).
- Ceramic studio/workshop/workroom containing relevant materials, tools, equipment and machinery, including relevant PPE.
- The work from Task 2a (coiled form-in-progress, templates).
- All the clay provided from Task 2a (prepared, rolled out, etc.).
- Terracotta slurry/slip for joining.
- Paper, thin card, pens and pencils, 30cm ruler, set square, compass, scissors, craft knife, masking tape.
- Porous surface suitable for kneading/wedging clay, ware boards, rolling cloths, rolling pins, guide rails of various thicknesses, wire, needle, potter's knife, scalpel, serrated and smooth kidneys, wooden rib, rubber kidneys in a variety of stiffnesses, wooden modelling tools, sgraffito tools, paddle/spatula, small and large sponges, plastic bowl, bevel tool, spirit level, spoon/stone for burnishing, heat gun, access to sink with hot and cold running water.



- Three different colours of slip, three slip trailers, a selection of paint and hake brushes, slip decoration tools/materials, e.g. feather, newspaper, wax resist, plaster batts (for quick-drying wet slip or printing/trailing), banding wheel.

Submitting Task 2b:

At the end of Task 2b, students must:

- Save the following annotated photographic evidence to their Digital Portfolio:
 - The prepared, set-up workspace ready for making
 - The slabbed planter (several photographs from various angles, in progress)
 - The completed slabbed planter close to a ruler
 - The slip-decorated coiled form-in-progress (several photographs from various angles)
 - The completed slip-decorated coiled form (several photographs from various angles)
 - The results of the checks that have been made to the work
 - The cleaned-up workspace.
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials being worked on are clearly labelled with Student Name and Student Number.

At the end of Task 2b, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials that have been created during the Task.



Task 2c

For the Task:

- Students must complete the Task in **6 hours**.
- Task 2c consists of one activity.

NB: The thrown stoneware lidded container is the only item that is fired and glazed.

Activity 1:

- Students are required to throw and finish the lidded container following the technical specification and activity guidance provided, using appropriate tools and equipment.
- Students **must** check the accuracy of their work and record the results.

Students must have access to:

- The Task 2c booklet.
- PC with appropriate digital software.
- Their Digital Portfolio folder.
- Digital facilities (e.g. image scanner, digital camera).
- Pen, pencil, notepad.
- Ceramic studio/workshop workroom containing relevant materials, tools, equipment and machinery, including PPE.
- 4kg of unkneaded stoneware reclaim clay of a workable consistency.
- 4kg of unkneaded stoneware wet reclaim clay.
- 4kg of unkneaded stoneware stiff reclaim clay.
- Stoneware slurry/slip for joining.
- Porous surface suitable for kneading/wedging clay, throwing wheel, weighing scales, ware boards, rolling cloths, rolling pins, guide rails of various thicknesses, wire, needle, potter's knife, scalpel, serrated and smooth kidneys, wooden rib, rubber kidneys in a variety of stiffnesses, wooden modelling tools, sgraffito tools, paddle/spatula, small and large sponges, measuring jugs of various sizes (labelled in ml and having a volume of at least 800ml), plastic bowl, bevel tool, spirit level, spoon/stone for burnishing, liquid wax resist, heat gun, access to sink with hot and cold running water.
 - The equipment, tools and machinery used to complete the activity
 - The results of the checks that have been made to the work
 - The cleaned-up workspace.

Submitting Task 2c:

At the end of Task 2c, students must:

- Save the following annotated photographic evidence to their Digital Portfolio:
 - The prepared workspace
 - The lump of prepared clay, sliced through with a wire to show the consistency of the clay inside the lump



- The thrown container and lid, from various angles, including showing the bases and the lid sitting on the container
- Use the naming conventions detailed in the Task Booklet.
- Ensure physical assessment materials being worked on are clearly labelled with Student Name and Student Number.

At the end of Task 2c, the Provider must:

- Ensure that students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Securely store **all** students' physical assessment materials that have been created during the Task.



Task 2d

For the Task:

- Students must complete the Task in **2 hours**.
- Task 2d consists of one activity.

Activity 1:

- Students are required to glaze the lidded container following the activity guidance provided using appropriate materials, tools and equipment.
- Students are required to use at least two glazes and one oxide. They have the flexibility to choose their preferred methods for the glaze application.
- Students must take photographs of the glazing process and insert the images into the Glazing/oxide record template provided by Pearson.
- Students must check the accuracy of their work and record the results.

Once the ceramic work has been glaze-fired, students are required to:

- Undertake final quality checks of the glaze-fired lidded container and record the results.
- Photograph the finished lidded container, taking a range of photographs from different angles.
- Protect and package the finished lidded container as appropriate.

Students must have access to:

- The Task 2d booklet.
- PC with appropriate digital software.
- Their Digital Portfolio folder.
- Digital facilities (e.g. image scanner, digital camera).
- Ceramic studio/workshop workroom containing relevant materials, tools, equipment and machinery, including (PPE).
- The biscuit-fired container and lid from Task 2c.
- A selection of at least six different stoneware dipping glazes.
- A selection of metal oxides in diluted liquid form.
- A selection of underglazes in liquid form.
- Sandpaper, carborundum stone, glazing tongs and/or mesh pincers, measuring jugs of various sizes, large glazing bowls or trays, needle, slip trailers, rubber kidney, metal kidney, serrated kidney, liquid wax resist, rubber gloves, long rubber gloves, slip trailers, a selection of hake brushes, tea strainer.
- Calculator for working out shrinkage rates.
- Suitable protective and packaging materials.
- Template provided by Pearson:
 - Glazing/oxide record template.

Submitting Task 2d:

At the end of Task 2d, students must:

- Save the following annotated photographic evidence to their Digital Portfolio folder:



- The prepared workspace
- The lidded container during the glazing process (several photographs showing various stages)
- PDF document containing a completed Glazing/oxide record template
- Completed lidded container (several photographs showing the lid and container together and each item separately from several angles, including showing the bases and sides)
- The results of the quality checks that have been made to the work
- The cleaned-up workspace
- The protected and packaged finished and glazed ceramic work.
- Use the naming conventions detailed in the Task Booklet.
- Students must submit the following evidence:
 - The completed glazed lidded container.
 - The protected and packaged lidded container clearly labelled with Student Name and Student Number.

At the end of Task 2d, the Provider must:

- Ensure students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Ensure the final work is clearly labelled with Student Name and Student Number and stored securely in preparation for moderation by Pearson.



Task 2e

For the Task:

- Students must complete the Task in **1 hour**.
- Internet access is **NOT** permitted.
- Task 2e consists of one activity.

Activity 1:

- Students are required to reflect on and evaluate their performance during Task 2 and consider how they could develop their work in future projects.
- Students **must** use the Evaluation template provided by Pearson. The template contains prompts to support students with constructing their final piece of evaluative writing.
- Tutors **must** explain the template and the requirements of each of the sections to be completed.

Students must have access to:

- The Task 2e booklet.
- PC with appropriate digital software.
- Their Digital Portfolio folder.
- Template provided by Pearson:
 - Evaluation template.

Submitting Task 2e:

At the end of Task 2e, students must:

- Save **all** the following evidence to their Digital Portfolio folder:
 - PDF document containing the completed Evaluation template provided by Pearson.
- Use the naming conventions detailed in the Task Booklet.

At the end of Task 2e, the Provider must:

- Ensure students have uploaded the files identified in the Task Booklet using the correct naming conventions and that the work is saved to a secure area.
- Submit all the student files for the Task 2 assessment by the submission deadline.



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After the assessment:

Students' work is internally assessed/marked by Providers and externally moderated by Pearson.

Moderation guidance

Key dates:

5th May- Providers submit student marks to Pearson

7th May- Moderation sample is identified and shared with the Provider

11th May- Providers submit the moderation sample to Pearson and marks are locked

You must inform Pearson immediately if any submission deadline is going to be missed.

Sample size information

The number of students samples is based on the size of your cohort:

Cohort size	Sample
1-15	All
16-100	15
101-200	20
>200	25

Moderators will initially review a sample.

If the marks fall within tolerance, no further work will be reviewed.

If the marks fall outside the specified tolerance, the moderator will extend their sample.

Submitting the moderation sample:

Providers will receive a form to tell us which users at your centre will be responsible for submitting your marks and uploading your students' work. You will then receive a SharePoint link to your secure SharePoint folder which will contain a marking grid for you to submit your marks. Your sample students' work will be uploaded into this folder once they have been confirmed.

Entering student marks:

All marks must be entered into the marking grid provided in the SharePoint folder. Please ensure every entered student has a mark recorded, unless they are marked as absent which



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you can indicate on the mark grid provided in the SharePoint folder.

Training videos:

Training videos covering SAMs, AdSAMs and GSEMs will be available on the [Pearson website](#) as additional guidance under the “on-demand training” heading.

Mark scheme release:

Mark schemes for Craft and Design can be found [here](#).

General Information

If you have any further queries regarding this administrative support guide, please visit the contact pages below for:

- [Exams Officers](#)
- [Tutors](#)

Visit [here](#) for information on entry deadlines and results dates

Visit [here](#) for information on exam timetables

Post Results Services (PRS)

Visit [here](#) for information on:

- Review of Marking and Moderation (RoMMs)
- Appeals

Special Requirements

Visit [here](#) for information on special considerations

Visit [here](#) for information on access arrangements

Training and Support from Pearson

Visit [here](#) for our Training and Admin Support Hub where you can access all the administrative and delivery documentation and training.

Support Materials for the Occupational Specialism

Please visit the [Technical Qualification webpage](#) and the course materials to find the following:

- Specification
- Teaching and Learning Support
- Past papers and mark schemes



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- Principal Examiner reports
- Specimen Assessment Materials

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