



T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Early Years Educator

Project brief

v1.0
P002185
Monday 6th November 2023 – Friday 24th November 2023
603/5829/4

About the employer set project

The purpose of the employer set project is to ensure that you have the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to an employer set brief. The brief and tasks are contextualised around an occupational area and chosen by you ahead of the assessment window.

To achieve the assessment objectives (AOs) and meet the brief for Education and Early Years, you must demonstrate the following core skills (CS):

- **CS1:** communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
- **CS2:** work with others to plan and provide activities to meet children and young people's needs
- **CS3:** use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
- **CS4:** how to assess and manage risks to your own and others' safety when planning activities

Aims

Having selected an appropriate contextualised version of the employer set project with your tutor, you will:

- plan and complete tasks within the employer set project
- review and reflect on how you have approached the tasks in relation to meeting the brief
- use appropriate English, mathematics and digital skills:
 - use mathematical competencies in relation to observations and assessment
 - use written communication skills to submit an extended piece of writing, using the correct terminology and accurate spelling, punctuation and grammar
 - demonstrate how to use appropriate verbal communication skills and present information to an appropriate audience
 - use digital skills to demonstrate how to accurately record and track student attainment as well as design learning materials.

Your tutor will already have:

- guided you to select an appropriate contextualised version of the employer set project for the assessment
- taught you appropriate referencing and academic writing skills.

Your tutor will supervise you when completing this assessment but will not be able to give you further guidance or feedback.

Your tutor will inform you of the following relevant health and safety considerations:

- All students **must** be informed and aware of any relevant health and safety considerations that need to be complied with to ensure they carry out their work in a safe manner.
- Students must be supervised at all times to ensure health and safety practices are observed.
- Where students are seen to be working in an unsafe manner, at the discretion of the tutor, the student may be removed from the assessment and the remaining time be rescheduled.

Assessment

- You are **not** permitted to work in groups, with the exception of the discussion element of Task 2 (a), and all work must be your own.
- You will have **12 hours** to complete the employer set project. Recommended and maximum timings, where applicable, are provided for each task under the heading 'Conditions of the assessment'.

Assessment objectives (AOs)

The employer set project is a formal assessment that accounts for 30% of the overall core component grade and therefore it is important that you produce work to the highest standard.

You will be assessed against the core knowledge and skills that you have learnt throughout your course of study, in response to a brief set in a real-world situation and validated by employers within the specific specialism.

The evidence generated for the employer set project will be assessed holistically against five integrated AOs. These AOs and their weightings are shown in the tables below:

Assessment objective (AO)		AO weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills to meet developmental needs	53.33%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

Evidence	AO1	AO2	AO3	AO4	AO5	TOTAL
Task 1						
Task 1 (a) (early support plan)	4	8	4			16
Task 1 (b) (activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked Task 2 (b) (activity plan)		6			3	9
Task 3						
Task 3 (a) is not marked Task 3 (b) (discussion with tutor)	1	12	2		1	16
English, mathematics and digital skills				2		2
Task 4						
Task 4 (reflection)		7			5	12
Total marks:	9	48	12	12	9	90

Guidance for students

Student instructions:

- Read the project brief carefully before starting your work.
- Read the AO grid, as part of the marks for this assessment will be based on your ability to plan how you will meet the requirements of the brief, you should therefore keep brief planning notes as you work through the tasks for this assessment.
- You **must** work independently and make your own decisions as to how to approach the tasks within the employer set project.
- You are permitted to bring in and use your own research, carried out in response to the pre-release activity, to the supervised sessions but this **must** be checked for suitability by your tutor. Your research must:
 - be contained within four pages (sides), excluding references
 - be in an Arial font 12pt, within standard border sizes
 - clearly show where sources have been used to support your own ideas and opinions
 - clearly reference all sources used
 - reference any quotations from websites.
- You **must** clearly name and date all of the work that you produce during each supervised session.
- You **must** hand over all of your work to your tutor at the end of each supervised session.
- You **must not** work on the assessment in between supervised sessions.

Student information:

- This employer set project will assess your knowledge, understanding and skills from across the core content of the qualification.
- To achieve a grade for the core component, you **must** attempt both of the external examinations **and** the employer set project. The combined marks from these assessments will be aggregated to form the overall core component grade (A* to E and U). If you do not attempt one of the assessments, or fail to reach the minimum standard across all assessments, you will receive a U grade.
- The maximum time you will have to complete all tasks for this employer set project is 12 hours:
 - your tutor will explain how this time is broken down per task and will confirm with you if individual tasks need to be completed across multiple sessions
 - at the end of each supervised session, your tutor will collect all employer set project assessment materials before you leave the room. You **must not** take any assessment material outside of the room, for example, via a physical memory device. You **must not** upload any work produced to any platform that will allow you to access materials outside of the supervised sessions (including email).
- You can fail to achieve marks if you do not fully meet the requirements of the task, or equally if you are not able to efficiently meet the requirements of the task.

Plagiarism

Plagiarism may result in the external assessment task being awarded a U grade. For further guidance, refer to your Student Handbook – Plagiarism guidance and the Maladministration and Malpractice guidance located on the NCFE website.

Presentation of work

- All of your work should be completed electronically using black font, Arial size 12pt unless otherwise specified.
- Any work not produced electronically must be agreed with your tutor, in which case the evidence you produce should be scanned and submitted as an electronic piece of evidence.
- All of your work should be clearly labelled with the relevant task number and your student details, and be legible, (for example front page and headers).
- Electronic files should be given a clear file name for identification purposes; see tasks for any relevant naming conventions.
- All pages of your work should be numbered in the format 'Page X of Y', where X is the page number and Y is the total number of pages.
- You must complete and sign the External assessment cover sheet (EACS) – declaration of authenticity form and include it at the front of your assessment task evidence.
- You must submit your evidence to the supervisor at the end of each session.

Employer set project: pre-release activity

You should review the following brief ahead of the employer set project tasks that will be provided to you in supervised conditions.

You are an early years educator working in a school nursery. A child who has recently joined the nursery has been identified as not making the expected levels of progress in some developmental areas. The child is aged 3 years 6 months. The key person has been notified of these concerns and will observe and support the child.

You will be working with the key person to promote the child's gross motor skills. You will carry out research that will inform your practice to effectively support the child's development.

You **must** consider:

- developmental norms and strategies that would be appropriate to support development
- the early years framework (early years foundation stage) and selection of suitable resources
- the role of observation, assessment, planning and reflection
- partnership working with parents, practitioners and other professionals
- safe working practices and risk assessment
- educational theories, concepts and pedagogies.

Employer set project brief: Early Years Educator

The employer set project has been designed as an opportunity for you to demonstrate how you respond to a current need that has been identified in your sector and is validated by employers.

You should consider how you will approach each task and plan your time to ensure you give yourself the best opportunity to meet the needs outlined in the brief. You should keep short notes on how you approach this, as they can be used to support the completion of a reflection task required at the end of the project.

You are an early years educator working in a school nursery located in a city centre.

Lily is aged 3 years 6 months and has recently joined the school nursery along with 11 other children. Lily has a full-time nursery place. You have been asked to work with the key person to support Lily's specific developmental needs.

An on-entry formative assessment was carried out to identify Lily's progress in all areas of development. Lily's current level of development can be seen in the following extract from this assessment. Lily's child observation notes are also provided which include background information gathered by the key person.

You must analyse the information provided to plan the support required to promote Lily's physical development, specifically her gross motor skills. The approach, including an early support plan and activity plan, will be shared and approved by the key person.

Routine informal reviews will take place to assess Lily's progress and the key person will formally review her development after 6 weeks.


Child observation notes


Setting:	School nursery
Name:	Lily
Age:	3 years 6 months
Family background notes:	<p>Lily lives in a city centre third-floor flat with her mother, father, grandfather and 18-month-old brother. The family have no access to a garden.</p> <p>When she was a toddler, Lily attended a local stay and play group for 5 months with her mother, but they did not always stay for the whole session.</p>
Health and wellbeing notes:	<p>At Lily's 2-year check, her mother stated that the family rarely visited the local park as Lily did not like using the play equipment. Lily's mother needed to spend much of her time at home as her pregnancy was making her feel very tired. This meant that Lily was indoors for long periods at the family's flat.</p> <p>Lily used a wide range of vocabulary during the 2-year check and engaged well with the toys and activities.</p>
Other professional involvement:	Health visitor carried out the 2-year check.
Key person comments:	<p>An on-entry formative assessment was carried out in the first 2 weeks of Lily joining the school nursery (see document: School nursery – on-entry assessment review).</p> <p>Lily settled well into the nursery.</p> <p>Lily engages in all indoor activities and often chooses to spend time in the creative area. She explores the resources and uses descriptive language when talking about what she is making. She can thread small and large beads onto string and demonstrates excellent pencil control when in the mark making area. Lily has good hand-eye co-ordination and completes puzzles and sorting activities with ease. Lily can name several shapes and most of the colours during these activities.</p> <p>Lily enjoys one-to-one stories and always engages during whole group story time. She demonstrates a wide vocabulary and can explain, with some accuracy, what happens next in many of the shared stories. Lily also enjoys listening to nursery rhymes in the setting and will use the musical instruments to play along with the songs. Lily knows many of the words to the songs and will sing along.</p> <p>Lily often chooses to go outside but then stands and watches the other children play. She appears nervous when the scooters and tricycles are in use and will move away when balls are thrown or kicked. Lily refuses to use the large outdoor apparatus, even with the support and encouragement of a practitioner.</p> <p>During music and movement sessions, Lily stands or walks around the edge of the room, and she will listen to the instructions given but will not join in. Lily does appear to enjoy the sessions and smiles at the other children as they take part.</p> <p>Formative assessment and observation carried out on Lily have shown she is not meeting the expected levels in some aspects of physical development for her age.</p>


School nursery – on-entry assessment review


Name: Lily	Age on entry: 3 years 6 months	Key person: J Doyle
Date of entry to nursery: 5 September	Date of on-entry assessment: 19 September	


Extracts taken from the on-entry assessment for Lily


	Physical development Enjoy starting to kick, throw and catch balls.
Key person comments: Lily is not comfortable when the balls are used in the outdoor area and will not attempt to catch or kick a ball, even in a one-to-one situation.	




	Mathematics Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
Key person comments: Lily will often use mathematical language when describing what she is doing. She can accurately identify squares, circles and triangles in a variety of situations (for example, when in the outdoor area, when having snacks and when looking at books).	

	Physical development Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Key person comments: Lily appears to enjoy listening to the music during music and movement sessions, but she does not join in with any of the actions or follow instructions.	

	Physical development Use a comfortable grip with good control when holding pens and pencils.
Key person comments: Lily can hold a paint brush, pen and pencil with a tripod grip and has good control during mark making.	

	Literacy Engage in extended conversations about stories, learning new vocabulary.
Key person comments: Lily always engages in story time activities. She will eagerly describe and discuss the characters, plot and pictures in books.	

	Physical development Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Key person comments: Lily is reluctant to use any of the nursery apparatus and appears nervous when other children are running around and jumping from the equipment.	

Key		
	Birth to three – babies, toddlers and young children will be learning to:	
		3 and 4-year olds will be learning to:
		
		Children in reception will be learning to:

SOURCE: **Development Matters:** Non-statutory curriculum guidance for the early years foundation stage, revised September 2023

Task 1	AO1, AO2, AO3 and AO4
<p>1 (a) Create an early support plan that you would use to meet Lily’s developmental needs.</p> <p>You must use the Task 1 (a) – early support plan pro-forma.</p> <p>You should refer to your research findings in your plan.</p> <p style="text-align: right;">[16 marks]</p>	
<p>Conditions of the assessment:</p> <ul style="list-style-type: none">• Task 1 (a) must be completed in supervised conditions.• You will have access to your research materials. You will not have access to the internet or any other additional resource materials when completing your work for this task.• You will have a maximum of 3 hours to complete this task.	
<p>Evidence requirements:</p> <ul style="list-style-type: none">• A completed word-processed Task 1 (a) – early support plan pro-forma.	
<p>Submission:</p> <p>The following filename conventions must be used for all materials produced:</p> <p>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)</p> <p>Note: Please request your provider and student number from your tutor.</p>	

Task 1	AO1, AO2, AO3 and AO4
1 (b) Create an activity plan that you could use to support Lily. You must use the Task 1 (b) – activity plan pro-forma. You should include an explanation of how the planned activity: <ul style="list-style-type: none">• links to the wider curriculum• is underpinned by educational theory, concepts and pedagogy. <p style="text-align: right;">[25 marks]</p>	
[16 marks (Task 1 (a)) + 25 marks (Task 1 (b)) + 4 marks for English, 2 marks for mathematics and 4 marks for digital] <p style="text-align: right;">[Total marks: 51]</p>	
Conditions of the assessment: <ul style="list-style-type: none">• Task 1 (b) must be completed in supervised conditions.• You will have access to your research materials and your materials from Task 1 (a). You will not have access to the internet or any other additional resource materials when completing your work for this task.• You will have a maximum of 3 hours to complete this task.	
Evidence requirements: <ul style="list-style-type: none">• A completed word-processed Task 1 (b) – activity plan pro-forma, including any resource designs.	
Submission: The following filename conventions must be used for all materials produced: (Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task) Note: Please request your provider and student number from your tutor.	

Task 2	AO2 and AO5
<p>You will discuss your proposed activity plan with your peers to support your planning of the activity.</p> <p>Your tutor will put you into a small group for this task.</p> <p>2 (a) (i) Read the activity plans you have been given by your tutor. For each activity plan, complete a Task 2 (a) (i) – preparation for peer discussion form pro-forma.</p> <p>Hand in your preparation for peer discussion forms to your tutor.</p> <p>2 (a) (ii) Your tutor will put you into your peer discussion groups.</p> <p>You will have access to your own activity plan, and your preparation for peer discussion forms completed in Task 2 (a) (i). You will have 20 minutes to re-familiarise yourself with the activity plan and your forms, before beginning the group discussion.</p> <p>Each group member will take it in turns to share their activity plan and receive feedback from the group.</p> <p>When you give feedback on other students' activity plans, you must use the preparation for peer discussion forms completed in Task 2 (a) (i).</p> <p>When you receive feedback, you must complete notes of the feedback you receive from each group member on the Task 2 (a) (ii) – feedback from peer discussion form pro-forma.</p> <p style="text-align: right;">[This part of the task is not marked]</p> <p>2 (b) Use your feedback from the peer discussion forms and reflect on the feedback that you have received. Use this feedback to update your activity plan, referencing the feedback received during the peer discussion. Your tutor will provide you with a copy of your submitted activity plan from Task 1 (b).</p> <p>You must justify the feedback that you decided to act on, as well as the feedback that you decided not to use.</p> <p style="text-align: right;">[9 marks]</p> <p style="text-align: right;">[Total marks: 9]</p>	

Conditions of the assessment:

2 (a) (i):

- Task 2 (a) (i) must be completed in supervised conditions.
- There is no time limit for completion of Task 2 (a) (i).
- You will hand in your work and receive feedback from your tutor with any improvements you need to make.

2 (a) (ii):

- The discussion will take place in groups to be decided by your tutor, and you will have access to all your materials from Task 1 (b) when preparing for this task.
- You will have 20 minutes to prepare for this task, using the information you have developed in Task 1 (b), in supervised conditions.
- Each student will have a **maximum** of 5 minutes to discuss their activity plan with the rest of the group, who will then collectively have up to 20 minutes to feedback on that student's activity plan.

2 (b):

- Task 2 (b) **must** be completed in supervised conditions.
- You will only have access to your materials from Task 1 (b) and 2 (a) (ii), following tutor approval. You will **not** have access to the internet or any other additional resource materials when completing your work for this task.
- You will have a **maximum** of 1 hour to complete this task.

Evidence requirements:

- Handwritten or typed-up feedback notes, including questions asked to other group members; if handwritten, this evidence must be scanned prior to submission.
- Handwritten or typed-up summary of any changes you intend to make to your activity plan; if handwritten, this evidence must be scanned prior to submission.

Submission:

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: Please request your provider and student number from your tutor.

Task 3	AO1, AO2, AO3, AO4 and AO5
<p>3 (a) You must prepare a digital presentation to present an overview of your early support plan and activity plan for a discussion with your tutor in Task 3 (b). Your tutor will assume the role of the key person from the setting referenced in the brief. You must include details of the review undertaken as a result of the peer discussion. After your presentation, your tutor will ask you questions based on your early support plan and activity plan. The Task 3 – tutor discussion pro-forma has been provided for you to support your planning and preparation for this discussion. Your tutor will give you copies of your early support plan and updated activity plan including any summary of changes you have made.</p> <p>3 (b) You must discuss with your tutor the information prepared in Task 3 (a).</p> <p>As part of Task 3 (b) you will also be assessed on your digital and communication skills. Your tutor will make an audio-visual recording of the discussion.</p> <p>The main purpose of this task is to provide evidence of your verbal communication skills.</p> <p style="text-align: right;">[16 marks + 2 marks for digital skills]</p> <p style="text-align: right;">[Total marks: 18]</p>	
<p>Conditions of the assessment:</p> <ul style="list-style-type: none">• You will have a maximum of 2 hours for part (a). For part (b) you will have 5 minutes to present the information referenced in the task and 10 minutes to answer the questions.• The discussion will take place with your tutor, and you will have access to all your materials from previous tasks when preparing for this task.	
<p>Evidence requirements:</p> <ul style="list-style-type: none">• evidence of your digital presentation slides• tutor’s observation notes of the discussion• an audio-visual recording of the tutor discussion.	
<p>Submission:</p> <p>The following filename conventions must be used for all materials produced:</p> <p>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)</p> <p>Note: Please request your provider and student number from your tutor.</p>	

Task 4	AO2 and AO5
<p>You must now complete a reflective account using the Task 4 – reflective account pro-forma.</p> <p>You should reflect on:</p> <ul style="list-style-type: none">• the effectiveness of your communication skills when conveying your planned approach and activity, in your presentation and when answering questions• the quality of your planned approach and activity in relation to intended outcomes• ways that feedback informed changes to your planned activity• the development of your own knowledge and skills for your own future practice. <p>You will need to provide evidence of analysis and evaluation in your reflective account.</p> <p style="text-align: right;">[12 marks]</p> <p style="text-align: right;">[Total marks: 12]</p>	
<p>Conditions of the assessment:</p> <ul style="list-style-type: none">• You will have a maximum of 2 hours to complete your reflective account.	
<p>Evidence requirements:</p> <ul style="list-style-type: none">• A completed word-processed Task 4 – reflective account pro-forma.	
<p>Submission:</p> <p>The following filename conventions must be used for all materials produced:</p> <p>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)</p> <p>Note: Please request your provider and student number from your tutor.</p>	

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