



# T Level Technical Qualification in Education and Early Years

**Employer set project (ESP)**

**Early Years Educator**

Project brief

Paper number: P002062  
Tuesday 2 May 2023 – Monday 22 May 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 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, grammar and punctuation
  - 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

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 5 integrated assessment objectives. These assessment objectives and their weightings are shown in the tables below:

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

| Evidence  | AO1 | AO2 | AO3 | AO4 | AO5 | Total |
|---|-----|-----|-----|-----|-----|-------|
| <b>Task 1</b>   |     |     |     |     |     |       |
| <b>Task 1(a) (Early support plan)</b>                                 | 4   | 8   | 4   |     |     | 16    |
| <b>Task 1(b) (Activity plan v1)</b>                                   | 4   | 15  | 6   |     |     | 25    |
| <b>English, mathematics and digital skills</b>                        |     |     |     | 10  |     | 10    |
| <b>Task 2</b>   |     |     |     |     |     |       |
| <b>Task 2(b) (Activity plan v2)*</b><br>*Task 2(a) is not marked      |     | 6   |     |     | 3   | 9     |
| <b>Task 3</b>   |     |     |     |     |     |       |
| <b>Task 3(b) (Discussion with Tutor)*</b><br>*Task 3(a) is not marked | 1   | 12  | 2   |     | 1   | 16    |
| <b>English, mathematics and digital skills</b>                        |     |     |     | 2   |     | 2     |
| <b>Task 4</b>   |     |     |     |     |     |       |
| <b>Task 4 (Reflection)</b>  |     | 7   |     |     | 5   | 12    |
| <b>Total marks:</b>   | 9   | 48  | 12  | 12  | 9   | 90    |

## Guidance for students

### Student instructions:

- read the project brief carefully before starting your work
- read the assessment objectives 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 these **must** be checked for suitability by your Tutor. Your research must:
  - be contained within 4 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
- in order 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 materials 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 at [www.qualhub.co.uk](http://www.qualhub.co.uk)

### 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 a childcare practitioner working in a reception class. A child in the class has been identified as not making the expected levels of progress in some developmental areas. The child is aged 4 years 1 month. The reception class teacher has been notified of these concerns and will observe and support the child.

You will be working with the reception class teacher to support the child's personal, social and emotional development (PSED). 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 curriculum (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
- education 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 a childcare practitioner working in the reception class of a large primary school that is located in the centre of town.

Noah is aged 4 years 1 month and has recently joined the reception class along with 26 other children. The reception class teacher has asked you to assist in supporting Noah's specific developmental needs.

A formative assessment has been carried out to identify Noah's progress in all areas of development. Noah's current level of development is shown in an extract from this assessment. Noah's observation notes are also provided which include background information gathered from his mother.

You must analyse the information provided in order to plan the support required to promote Noah's personal, social and emotional development (PSED). The approach, including an early support plan and activity plan, will be shared with and approved by the reception class teacher.

Routine informal reviews will take place to assess Noah's progress and the reception class teacher will formally review his development after 6 weeks.

### Child observation notes


|  |  |
|--|--|
| <b>Setting:</b>                          | Primary school   |
| <b>Name:</b>                             | Noah   |
| <b>Age:</b>                              | 4 years 1 month  |
| <b>Family background notes:</b>          | <p>Noah lives at home with his mother and father.</p> <p>Noah's father has a health condition. For this reason, the whole family spent many months in isolation during the pandemic. Noah was due to start at the local nursery prior to joining primary school, but his mother decided to keep him at home.</p> <p>Noah last attended a pre-school group when he was aged 2 years 7 months. His mother is concerned that Noah may struggle at primary school as he will be one of the youngest children in the class.</p>   |
| <b>Health and wellbeing notes:</b>       | <p>Noah's 2-year check did not raise any concerns. He demonstrated good communication skills and used a wide range of vocabulary.</p> <p>During the 2-year check, Noah's mother stated she had just begun taking Noah to a local 'Stay and Play' group and he was happy to join in the activities.</p>   |
| <b>Other professional involvement:</b>   | Health visitor carried out the 2-year check.   |
| <b>Reception class teacher comments:</b> | <p>A formative observation was carried out in the first two weeks of Noah joining the reception class (see extracts provided).</p> <p>On his first day at school, Noah was excited to come into the reception class, though became unhappy when his mother prepared to leave. Practitioners observed that Noah seemed overwhelmed by the class routine and the noise of the other children.</p> <p>When the children have 'free choice' time, Noah often chooses to use the class computer or tablet to play interactive games by himself. When Noah spends time in the reading area, he prefers to look at the non-fiction books. He will often select books about dinosaurs and can explain how they would have lived. Noah enjoys opportunities in the outside area of the reception class where he regularly plays at the sand and water trays. When the class has a session in the main school playground, Noah will stand to the side and watch the other children play.</p> <p>Noah does not like to stop what he is doing when it is time for a whole-class activity. He becomes upset and asks if he can carry on with his chosen activity.</p> <p>Noah is often talkative with the practitioners and uses very descriptive language. He likes to answer questions during carpet time, though does not always stop and listen to others. Noah does not choose to go to the creative table unless an adult is close by; he says he does not want to make anything in case he gets it wrong. Noah gets frustrated when he is asked to get ready for PE as he does not like to be rushed when he is getting changed.</p> <p>Formative observation carried out on Noah has shown he would benefit from targeted intervention from his key person to support him during his transition in some aspects of personal, social and emotional development (PSED). Noah's observation review, shown below, shows how he is developing against guidance from Development Matters. The key shows the stage he is currently at.</p> |





**Primary School – observation review**


|  |   |  |
|--|---|--|
| <b>Name:</b> Noah                                    | <b>Age on entry:</b> 4 years 1 month    | <b>Reception class teacher:</b> J Cassford |
| <b>Date of entry to reception class:</b> 6 September | <b>Date of assessment:</b> 20 September |  |


**Extracts taken from the assessment for Noah**


|  |   |
|--|---|
|   | <p><b>Personal, Social and Emotional Development</b><br/>Feel strong enough to express a range of emotions.</p> |
| <p><b>Teacher comments:</b><br/>Noah becomes easily upset during transitions throughout the school day but can explain how he is feeling at these times.</p> |   |


|   |  |
|---|--|
|    | <p><b>Expressive arts and design</b><br/>Develop storylines in their pretend play.</p> |
| <p><b>Teacher comments:</b><br/>Noah creates complex stories when using the imaginative play resources. He uses descriptive language when playing with the dinosaurs.</p> |  |

|  |   |
|--|---|
|   | <p><b>Personal, Social and Emotional Development</b><br/>Show more confidence in new social situations.</p> |
| <p><b>Teacher comments:</b><br/>Noah often finds it difficult to join in with other children when the class are playing in the main school playground.</p> |   |

|   |   |
|---|---|
|    | <p><b>Personal, Social and Emotional Development</b><br/>Show resilience and perseverance in the face of challenge.</p> |
| <p><b>Teacher comments:</b><br/>Noah is sometimes overwhelmed by the structure of the day and the need to stop what he is doing to join in with a whole class activity.</p> |   |

|  |  |
|--|--|
|   | <p><b>Communication and Language</b><br/>Articulate their ideas and thoughts in well-formed sentences.</p> |
| <p><b>Teacher comments:</b><br/>If Noah is asked to stop an activity, he will explain in great detail what he is doing and why he does not want to stop.</p> |  |

|   |  |
|---|--|
|    | <p><b>Personal, Social and Emotional Development</b><br/>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.</p> |
| <p><b>Teacher comments:</b><br/>Noah can become upset when it is time for him to stop using the class computer or tablet.</p> |  |

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

SOURCE: **Development Matters**, Non-statutory curriculum guidance for the early years foundation stage, revised July 2021

|   |                   |
|---|-------------------|
| <b>Task 1</b>   | AOs 1, 2, 3 and 4 |
| <p>(a) Create an early support plan that you would use to meet Noah’s developmental needs.</p> <p>You should make reference to your research findings in your plan. A pro-forma has been provided for you to support the completion of your support plan.</p> <p style="text-align: right;"><b>[16 marks]</b></p>   |                   |
| <b>Conditions of the assessment:</b> <ul style="list-style-type: none"><li>• task 1(a) <b>must</b> be completed in supervised conditions</li><li>• you will have access to your research materials. You will <b>not</b> have access to the internet or any other additional resource materials when completing your work for this task</li><li>• you will have a <b>maximum</b> of 3 hours to complete this task.</li></ul> |                   |
| <b>Evidence requirements:</b> <ul style="list-style-type: none"><li>• word processed early support plan/pro-forma.</li></ul>  |                   |
| <b>Submission:</b> <p>The following filename conventions should be used for all materials produced:<br/><i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)</i></p> <p><b>Note:</b> Please request your provider and student number from your tutor.</p>   |                   |

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

| <b>Task 2</b>   | AOs 2 and 5 |
|---|-------------|
| <p>You must discuss your proposed activity plan with your peers to support your planning of the activity.</p> <p>a) (i) Read the activity plans you have been given by your tutor <b>and</b> complete a preparation for peer discussion form for each activity plan.</p> <p>Hand in your preparation for peer discussion forms to your tutor.</p> <p>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 feedback from peer discussion form.</p> <p style="text-align: right;"><b>[This part of the task is not marked]</b></p> <p>b) Use your feedback from peer discussion form 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;"><b>[9 marks]</b></p> <p style="text-align: right;"><b>[Total marks: 9]</b></p> |             |

**Conditions of the assessment:**

**For 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.

**For 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 take turns, having a maximum of 5 minutes to discuss their activity plan with the rest of the group, who will collectively have up to 20 minutes to feedback on that student's activity plan.

**For 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
- a written summary of any changes you intend to make to your activity plan.

**Submission:**

The following filename conventions should 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.

|  |                   |
|--|-------------------|
| <b>Task 3</b>  | AOs 1, 2, 3, 4, 5 |
| <p>a) You must prepare 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 reception class teacher 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. A 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>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 communication skills. Your tutor will make an audio 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;"><b>[16 marks]</b></p> <p style="text-align: right;"><b>[plus 2 marks for digital skills]</b></p> <p style="text-align: right;"><b>[Total marks: 18]</b></p> |                   |
| <b>Conditions of the assessment:</b>   |                   |
| <ul style="list-style-type: none"><li>• 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</li><li>• 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.</li></ul>   |                   |
| <b>Evidence requirements:</b>  |                   |
| <ul style="list-style-type: none"><li>• presentation slides/word processed pro-forma (completed)</li><li>• tutor's observation notes of the discussion</li><li>• audio recording of the tutor discussion.</li></ul>  |                   |
| <b>Submission:</b>   |                   |
| <p>The following filename conventions should be used for all materials produced:<br/><i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)</i></p> <p><b>Note:</b> Please request your provider and student number from your tutor.</p>   |                   |

|  |             |
|--|-------------|
| <b>Task 4</b>  | AOs 2 and 5 |
| <p>You <b>must</b> now complete a reflective account.</p> <p>You should reflect on:</p> <ul style="list-style-type: none"><li>• the effectiveness of your communication skills when conveying your planned approach and activity, in your presentation and when answering questions</li><li>• the quality of your planned approach and activity in relation to intended outcomes</li><li>• ways that feedback informed changes to your planned activity</li><li>• the development of your own knowledge and skills for your own future practice.</li></ul> <p>You will need to provide evidence of analysis and evaluation in your reflective account.</p> <p>A pro-forma has been provided for you to support the completion of your reflective account.</p> <p style="text-align: right;"><b>[12 marks]</b></p> <p style="text-align: right;"><b>[Total marks: 12]</b></p> |             |
| <p><b>Conditions of the assessment:</b></p> <ul style="list-style-type: none"><li>• you will have a maximum of 2 hours to complete your reflective account.</li></ul>  |             |
| <p><b>Evidence requirements:</b></p> <ul style="list-style-type: none"><li>• word processed reflective account pro-forma (completed).</li></ul>  |             |
| <p><b>Submission:</b></p> <p>The following filename conventions should be used for all materials produced:<br/><i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)</i></p> <p><b>Note:</b> Please request your provider and student number from your tutor.</p>   |             |

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