



**T Level Technical
Qualification in Education
and Early Years (Level 3)
QN: 610/5748/4**

Occupational specialism assessment (OSA)

Early Years Educator

All assignments – Provider Guide

Please do not distribute this document to students; this is for provider and tutor use only. All tutors must be familiar with the information in this document. This document must be kept secure at all times.

This document must be read along with the Regulations for the Conduct of External Assessment. Assessment conditions and resources are defined in the Qualification Specific Instructions for Delivery (QSID). These documents can be found on the NCFE website.

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About the occupational specialism assessments (OSAs)

Introduction

This occupational specialism assessment (OSA) is made up of three assignments, one part of which is the early years foundation stage (EYFS) statutory framework criteria. Competence against all these EYFS statutory framework criteria must be met.

The other assignments are synoptically marked and are made up of three moderated structured observations and a pair of child observations all set within industry placements, with the remaining assignment parts being desk-based.

All three assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs, or as part of their industry placement. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes (POs) of the occupational specialism (OS).

The synoptic assessment for this OS is graded pass / merit / distinction, and the final grade will contribute 50% to the overall technical qualification (TQ) grade, so it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally realistic as possible.

Threshold competence

Threshold competence is defined as a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the TQ in a college-based setting with a substantial industry placement
- signifies that a student has achieved the level for a pass in relation to the relevant OS component.

This level is reflected in the grading descriptors of the OS and successful completion of the assignments will ensure that students are well placed to develop full occupational competence once in employment.

Grading descriptors can be found in the Qualification Specification document.

In Education and Early Years, threshold competence is also designed to show that a student has met all the requirements of the Early Years Educator full and relevant criteria. See further guidance in the Assessor Guidance document for assignment 1 part 1 for more detail on this.

Health and safety considerations

- All students **must** be informed and made 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 / provider-appointed assessor, the student may be removed from the assessment and have only partially completed the assessment. Providers **must** ensure that they follow the Regulations for the Conduct of External Assessment found on the NCFE website.

Synoptic assessment

Synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the technical area, relevant to the assignments.

Synoptic assessment is integral to high-quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

Assessment

Students will be assessed against the following set of POs that describe what the student should be able to do:

Education and Early Years Early Years Educator POs	
PO1	Support and promote children's play, development and early education
PO2	Develop relationships with children to facilitate their development
PO3	Plan, provide and review care, play and educational opportunities to enable children to progress
PO4	Safeguard and promote the health, safety and wellbeing of children
PO5	Work in partnership with colleagues, parents, carers and other professionals to support children's development

The synoptic assessment consists of three assignments:

- assignment 1 part 1*: competency criteria observations (EYFS) of skills on the industry placement
- assignment 1 part 2: structured observation of skills on the industry placement
- assignment 2: planning educational activities for individual needs
- assignment 3 part 1 (a): observation of children in setting
- assignment 3 part 1 (b): reflection of observation of children in setting
- assignment 3 part 2: scenario-based questions.

*Students are required to achieve all Early Years Educator criteria within assignment 1 part 1 in order to pass the Early Years Educator OS. There are no marks given for this part.

The assignment briefs and associated guidance documents for students and provider-appointed assessors show how the assignments are expected to be delivered and what student evidence requirements there are.

Evidence produced by students for **all** assignments will be saved by the provider to be sent as evidence to NCFE.

Evidence produced by students for assignment 1 will be marked and signed off by provider-appointed assessors and saved by the provider to be sent as evidence to NCFE.

Final assessment judgements, including overall judgement of the performance required at each of the grade boundaries, will be made by NCFE and results released to the provider at the appropriate time.

Performance outcome (PO) coverage across the assignments

The assignments and mark schemes have been designed to focus on assessing a broad range of skills and knowledge with as little overlap as possible. See the table at the end of this document that shows how the PO content is covered by the assignments. This content mapping is very high level and finer detail within the content will be covered to provide differentiation and a degree of unpredictability throughout the lifecycle of the TQ.

Assignment	PO1	PO2	PO3	PO4	PO5
Assignment 1 part 1	N/A				
Assignment 1 part 2	24	27	6	12	3
Assignment 2	24	12	18	18	12
Assignment 3 part 1 (a)	2	1	5	1	0
Assignment 3 part 1 (b)	1	0	13	0	1
Assignment 3 part 2	11	3	19	1	0
Total mark:	62	43	61	32	16
Total % of marks:	29	20	29	15	7

Marks

Marks available for each assignment are detailed below:

Assignment	Assignment description	Marks
Assignment 1 part 1	Competency criteria observations (EYFS) of skills on the industry placement	N/A
Assignment 1 part 2	Structured observation of skills on the industry placement	72
Assignment 2	Planning educational activities for individual needs	84
Assignment 3 part 1 (a)	Observation of children in setting	9
Assignment 3 part 1 (b)	Reflection of observation of children in setting	15
Assignment 3 part 2	Scenario-based questions	34
Total:		214 marks

Administering the assignments

The maximum overall time allowed for the three assignments is **21 to 26 hours** with 8 hours under **supervised** conditions. A breakdown of the assignment-specific timings is given in the assignment-specific guidance section below.

NCFE sets the specific times, dates and the submission date of assignments 2 and 3 within a window for the external assessment assignments. External assessment material **must not** be given to students until the start of the specific supervised assessment session, unless otherwise specified.

For assignment 1, the provider will receive a window in which to prepare, plan and observe students performing live on their industry placements. Further information regarding the running and completion of the observations is available in the Assessor Guidance document. Assignment 3 part 1 (a) also has an assessment window as it is also performed live on industry placement.

The assessment sessions will consist of desk-based supervised sessions for the external assessments and the industry placement direct observations. Desk-based sessions can be undertaken in a normal classroom environment. Providers **must** submit students' completed assessment work digitally to NCFE by the published submission date. Students may complete their assignments either directly onto a PC or laptop or by using pen and paper.

When preparing to start a supervised session, time taken to print students' work is **not** included as part of the permitted hours for the external assessment. In addition to this, time taken to collate and upload students' work is also **not** included as part of the permitted hours for the external assessments.

At any time, NCFE may request the timetable that providers have set for the supervised sessions. The permitted time must **not** be altered unless a reasonable adjustment has been agreed for a student in accordance with the Access Arrangements and Reasonable Adjustments Policy and the Special Considerations Policy, which can be found on the NCFE website. The permitted time must **not** be decreased, and students must be given the opportunity to complete the full amount of time for the external assessment; providers **must** take this into account when timetabling the session.

Provider-appointed assessors

Provider-appointed assessors **must** be qualified to the level of the qualification you are assessing or above and must have been trained and standardised as per NCFE requirements. As well as this, staff assessing the qualification must hold or be working towards an assessor qualification such as Level 3 Certificate in Assessing Vocational Achievement. Provider-appointed assessors who hold earlier qualifications (for example D32 or D33) should have continuing professional development (CPD) evidence showing compliance with the current standards.

Marking the internal assessments

Assignment 1 will be internally marked and externally moderated by NCFE. All other assignments (assignments 2 and 3) will be marked by NCFE.

When marking student evidence, provider-appointed assessors **must** pay close attention to the requirements of the specification. They should note that it is their responsibility to award marks for assignments in accordance with the marking criteria detailed in the mark schemes provided by NCFE.

Provider-appointed assessors **must** show clearly how the marks have been awarded in relation to these marking criteria. The provider-appointed assessor's marks must reflect the relative attainment of all the students.

Providers **must** make every effort to avoid situations where a student is assessed by a person who has a close personal relationship with the student, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (for example, son / daughter). Where this cannot be avoided, the provider **must** declare the possible conflict of interest to NCFE and submit the marked work for moderation whether or not it is part of the moderation sample. For further information, see section 5 of the JCQ publication General Regulations for Approved Centres on the JCQ website.

Students' work must be dated by assessors to reflect when it was marked.

Additionally, when evidence is marked, it **must** be annotated to show clearly how credit has been awarded. This will be done using summary comments either on the work (usually at the end) or on the cover sheet. Indications as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the assignment
- facilitate the standardisation of marking within the providing organisation
- enable the moderator to check the application of the assessment criteria (AC) to the marking.

Where appropriate to the assignment, the evidence to support the marks awarded should:

- indicate where the AC have been met, for example, by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work
- indicate any planning and processing not undertaken individually and provide details of any assistance or prompting given to the student.

Moderation will be performed by a visiting moderator and desk-based moderation. For further detail about moderation planning, see the Assessor Guidance document for assignment 1 parts 1 and 2.

Do note that where a moderator cannot find evidence to justify the mark awarded to a student, the work may be returned to the provider for further explanation, or the mark may be subject to adjustment.

Moderation

Assignment 1 observations are assessed / marked by the provider-appointed assessor and moderated by NCFE.

It is important that the provider uses and submits the Observation Schedule Form provided at the end of this document to capture this planning. A date will be set by NCFE by which all plans must be submitted. This date will be far enough in advance of the structured observations window to allow NCFE to plan any initial necessary moderation visits.

NCFE will deliver standardisation sessions for approved provider-appointed assessors, to establish a consistent standard for the assessment per series.

Moderators will visit industry placements and will observe the assessment taking place, accompanying the provider-appointed assessor and observing the student carrying out their practical activity or structured observation. The moderator will make assessment judgements, including the allocation of marks, using the same methods and forms as the provider-appointed assessor, to ensure that the two sets of findings can be reliably compared.

The NCFE visiting moderator will attend a sample of structured observations carried out by the provider-appointed assessors during the delivery window (please refer to the key dates schedule). The observations they attend will be selected by NCFE, based on the provider's structured observations plan, and in line with an appropriate sampling strategy.

Record keeping will also be a factor when ensuring sufficient quality in approved provider-appointed assessor marking. It is critically important that you summarise what you have observed in relation to the criteria and guidance provided in the observation / professional discussion forms. If there is no summary present, or if the summary lacks sufficient detail, then there will effectively be no record of evidence. The provider would therefore be required to observe the student again. The training and guidance that providers receive will reflect this accordingly.

The NCFE visiting moderator will observe students alongside the provider-appointed assessor and will confirm whether they agree with the provider-appointed assessor's marking judgements.

Following moderation, the moderator will record their marks for the sample of students. There will be three potential outcomes from this activity:

- the moderator's marks and your marks are within a tolerance. In this case, all of your marks would be accepted with no further action required
- the moderator's marks and your marks are out of tolerance, but they are out of tolerance in a consistent way (for example, they are all too lenient, or they are all too strict). In this case, a calculation would be applied to compare the moderator's marks and your marks in order to determine the required adjustment for each student. This adjustment will then be applied to all students in the cohort
- the moderator's marks and your marks are out of tolerance, but not in a consistent way that can be safely adjusted. In this case, additional support will be made available to you, and the remaining students' evidence will need to be reassessed and moderated.

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Instructions for supervisors

Assessment conditions

Students **must** complete the occupational specialism (OS) assignments independently and (in the case of assignments 2 and 3) under supervised conditions, as per the assignment-specific guidance (page 13 to 16).

Students are required to sign External Assessment Cover Sheet (EACS) declaration of authenticity forms to confirm that the work is their own. The EACS form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence is found not to be the student's own work.

Supervisors **must** save students' assessment materials at the end of each supervised session, alongside all materials and / or evidence produced by students within the supervised assessment.

At the end of **each** supervised session, the supervisor **must** collect **all** evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have **not** made materials available to themselves or anyone else electronically via the intranet or internet.

External assessment materials must be securely stored between supervised sessions. Students **must not** have access to this area between the supervised sessions.

Work such as formative assessment and / or work done with sample assessment materials **must not** be used again as part of the external assessment submission to NCFE.

Appendices should **not** be included and will **not** be marked.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment being awarded 0 marks. For further information, refer to the Plagiarism in Assessment guidance located on the JCQ website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria, and therefore they will not be awarded marks for those sections. For further information, refer to the AI Use in Assessments: Protecting the Integrity of Qualifications guidance located on the JCQ website.

Resources

Students **must** have access to the appropriate resources required to complete the OS. These include the following:

- computers and relevant software
- assignment briefs, student guides, observation templates and assignment inserts
- listed documentation, such as:

- Department for Education (DfE) – early years foundation stage (EYFS) statutory framework (2024)
- DfE – Development Matters: non-statutory curriculum guidance for the early years foundation stage (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (2021)
- technical equipment as required, such as audio recording equipment.

This list is **not** exhaustive, and you need to refer to the Qualification Specification for subject-specific details.

Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of, and meet the requirements of, relevant NCFE policies and government legislation. You **must** ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services.

Spellcheck

Where work is completed digitally, spelling and grammar checks **must** be disabled.

Referencing

NCFE does not mandate a specific referencing style, but providers should ensure that students are able to reference their work correctly using whichever referencing style they have been taught.

Assignment timings

Assignment 1 consists of a series of observations and possible professional discussions, which will take place on the student's industry placement, that will take 13 to 18 hours to complete. These assignments will be monitored by NCFE through a combination of visiting and remote moderation. To allow providers to plan for this, and to allow NCFE to arrange visiting moderation, assignment 1 will be available to the provider from the start of delivery. The window for completion of these assignments starts in February of year 2.

A submission deadline for the evidence for assignment 1 will be set for each academic year to allow NCFE to carry out moderation and awarding before the release of results in August of that year.

Assignments 2 and 3 will take place over a 2-month assessment window to allow time for the child observations (assignment 3 part 1 (a)) but the desk-based assignments (assignment 2 and assignment 3 part 1 (b) and part 2) will be done during set times and dates between April and May.

Assignment 2 and assignment 3 part 1 (b) and part 2 will be released on a particular date each year for delivery over a window at set times and dates. These dates will be set to allow providers time to plan the delivery of the assignments and to allow breaks between assessments to reduce assessment fatigue for students.

Evidence for **all** assignments must be saved and uploaded to the NCFE Portal by the given deadline for NCFE to mark or moderate.

All evidence created, generated and recorded for these assignments, including that generated during the industry placement, is subject to data protection rules, and information should be anonymised to protect the rights of individuals where relevant.

General terms

The term **student** refers to the person undertaking the technical qualification and the terms **child / children young people or pupils** refer to the learners the student works with within the industry placement.

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Assignment-specific guidance

Assignment 1

Part 1

This assignment consists of a set of competency observations against the Early Years Educator full and relevant criteria.

See the separate Assessor Guidance and the Additional Guidance documents for detail on the delivery of these observations.

Providers **must** make the accompanying Student Guide document available to students at the beginning of the course.

Providers **must** supply NCFE with the Observation Schedule Form. This form **must** be completed with input from the provider, student and industry placement. The document is to be shared with the assessor and NCFE by the provider. All the relevant information **must** be added.

Assignment 1

Part 2

This part of assignment 1 consists of structured observations that measure a level of attainment against the performance outcomes (POs) and contribute to the overall technical qualification (TQ) grade.

See the separate Assessor Guidance document for detail on the delivery of both these types of observation.

Providers **must** make the accompanying Student Guide document available to students at the beginning of the course.

Assignment 2

Preliminary material

The preliminary material will be sent to providers ahead of the assessment window. Providers **must** issue the preliminary material to their students no more than 1 week prior to the scheduled assessment.

There are no set timings associated with this part of the assignment however, providers can recommend that students spend **up to 7** hours on this activity.

Students will use this time to carry out research related to the contents of the preliminary material.

Students are **not** allowed to bring their research or any other unauthorised materials into the supervised environment.

Planning activities

The planning of educational activities assessment is completed under supervised conditions on dates and times set by NCFE.

Providers **must** ensure that their entire cohort of students completes **each** of the **two** sessions (2 hours per educational activity) for these assignments at the same time on the same day.

Any rest breaks **must** be supervised, and students **must not** have access to any resources other than those stipulated during this time. In addition, assessment materials **must** be kept securely and **must not** be removed from the supervised environment.

Providers **must** ensure that during the supervised assessment, students have access to:

- Department for Education (DfE) – early years foundation stage (EYFS) statutory framework (2024)
- DfE – Development Matters: non-statutory curriculum guidance for the early years foundation stage (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (2021)
- their brief.

Students **must not** have access to the intranet or internet and **must not** bring anything into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade if malpractice was to be identified.

Providers **must** also ensure that the student's work is authenticated by the supervisor before it is submitted to NCFE. The declaration forms are available on the NCFE website.

The assignment is a formal external assessment and **must** be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from the NCFE website to ensure they are the most up-to-date versions.

Providers, tutors or supervisors are **not** allowed to give any support or guidance to students during the supervised time.

Students **must** ensure that all materials can be identified as their own work.

Assessment materials **must** be kept securely and **must not** be removed from the supervised environment.

Assignment 3

Part 1 (a)

This part of assignment 3 is to be completed within the industry placement and **must** be done so unaided by the placement supervisor. Providers **must** ensure that the student's industry placement understands what is required for this assignment, including the completion of a declaration of authenticity form for part 1 (a), which **must** be signed by the placement supervisor to confirm that the observations carried out as part of part 1 (a) are all the student's own work. Providers are **not** expected to be present during part 1 (a).

For part 1 (a), the student should complete the observations of one child within their industry placement on **two** separate occasions. After the observations, the student **must** hand in their completed observation templates to their tutor and they must be stored securely and saved digitally by the tutor / supervisor.

The length of time taken for this assignment is limited to 1 hour for **both** observations, which must be carried out on the same day.

Part 1 (b)

Once the **two** observations have been completed, at a time and date set by NCFE, students must complete part 1 (b). This part of assignment 3 is completed under supervised conditions over 1 hour.

Providers **must** ensure that their entire cohort of students completes the sessions for this assignment at the same time on the same day.

Providers **must** ensure that, during the supervised assessment, students have access to:

- their completed observation sheets
- their brief.

Students **must not** have access to the intranet or internet and **must not** bring anything into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students **must** be made aware of the importance of this declaration and the impact this could have on their overall grade if malpractice was to be identified.

Providers **must** also ensure that the student's work is authenticated by the supervisor before it is submitted to NCFE. The declaration forms are available on the NCFE website.

The assignment is a formal external assessment and **must** be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from the NCFE website to ensure they are the most up-to-date versions.

Providers, tutors or supervisors are **not** allowed to give any support or guidance to students during the supervised time.

Students **must** ensure that all materials can be identified as their own work.

Assessment materials **must** be kept securely and **must not** be removed from the supervised environment.

Part 2

Part 2 of assignment 3 is completed under supervised conditions on a date and time set by NCFE.

Providers **must** ensure that their entire cohort of students completes the 2 hours for this part at the same time on the same day.

Any rest breaks **must** be supervised, and students **must not** have access to any resources other than those stipulated during this time.

Providers **must** ensure that, during the supervised assessment, students have access to:

- the insert provided by NCFE
- Department for Education (DfE) – early years foundation stage (EYFS) statutory framework (2024)
- DfE – Development Matters: non-statutory curriculum guidance for the early years foundation stage (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (2021)
- their brief.

Students **must not** have access to the intranet or internet and **must not** bring anything into the supervised environment.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if malpractice was to be identified.

Providers **must** also ensure that the student's work is authenticated by the supervisor before it is submitted to NCFE. The declaration forms are available on the NCFE website.

The assignment is a formal external assessment and **must** be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from the NCFE website to ensure they are the most up-to-date versions.

Providers, tutors or supervisors are **not** allowed to give any support or guidance to students during the supervised time.

Students **must** ensure that all materials can be identified as their own work.

Assessment materials **must** be kept securely and **must not** be removed from the supervised environment.

Instructions for completing and submitting the external assessments

The external assessments **must** be completed and uploaded for each student in the following way.

The evidence produced for each assignment should be collated into a clearly labelled folder (for example, 'assignment 1') before being placed within a single folder for submission. This single folder should be named using the following convention:

OSA (Provider_number)_(Student registration number)_(Surname)_(First name)

The submission of students' assessment evidence must be completed before the submission date specified for the assessment window. Tutors **must** ensure that students follow the file name conventions specified in the external assessments for each individual document / assignment.

Students **must** respond to **each** assignment individually and follow the document structure when submitting their evidence as per the evidence requirements section within each assignment. They **must not** combine responses for separate assignments.

Guidance for students

This guidance for students is available at the beginning of each Assignment Brief and will broadly cover the following information.

Student instructions

- Read the assignment brief carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach the assignments within the OS.
- You are **not** permitted to bring in or use any material unless explicitly told to do so in any Preliminary Material. Any material will be checked for suitability by your supervisor.
- 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.

Student information

- The OS will assess your knowledge, understanding and skills.
- The combined marks from these assignments and the core component will be aggregated to form your final grade. The assignments for this assessment, with the exception of the Early Years Educator competency criteria observations (assignment 1), are synoptic and compensatory.
- The maximum time you will have to complete all assignments for the OS is between 21 and 26 hours:
 - your tutor will explain how this time is broken down per assignment and will confirm with you if individual assignments need to be completed across multiple sessions
 - at the end of each supervised session, your tutor will collect all 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 assignment.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment being awarded 0 marks. For further information, refer to the Plagiarism in Assessments guidance located on the JCQ website.

Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the student. Students must understand that this will not allow them to demonstrate that they have independently met the marking criteria and consequently will not be awarded marks for those sections. For further information, refer to the JCQ Guidance AI Use in Assessments located on their website.

Presentation of work

- All of your work should be completed electronically using black font, Arial size 12 pt 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 assignment 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 assignments 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 the session.

Performance outcome (PO) coverage

Assignment 1 part 2

PO1

- S1.4 Apply strategies to develop and extend children's education and thinking
- S1.6 Support and promote children's speech, language and communication
- S1.7 Promote equality of opportunity and anti-discriminatory practice
- S1.10 Implement pedagogical strategies to support children's early literacy skills
- S1.11 Identify and use unplanned opportunities to develop mathematical understanding
- S1.12 Use observational assessments to identify children's mathematical skills, and foster these skills through play and structured opportunities

PO2

- S2.2 Promote secure attachments with children
- S2.3 Support children's group learning and socialisation
- S2.7 Encourage children's participation by ensuring a balance of adult-led and child-initiated activities
- S2.9 Model and encourage positive behaviours expected of children
- S2.10 Support children to manage their own behaviour in relation to others

PO3

- S3.2 Plan educational opportunities to enable children to progress
- S3.3 Provide and lead care, educational experiences and purposeful play opportunities

PO4

- S4.1 Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities
- S4.7 Carry out a range of care routines
- S4.8 Promote healthy lifestyles
- S4.10 Undertake tasks, ensuring the prevention and control of infection

PO5

- S5.4 Work collaboratively with other professionals to meet the needs of children and enable them to progress

Assignment 2

PO1

- K1.1 The expected patterns of children's development from birth to 7 years
- K1.3 Factors that may impact on children's engagement, learning and development in reading, literacy and mathematics
- K1.4 How areas of children's development can impact on holistic development within play and early education
- K1.5 The features of speech and language and how they are developed
- K1.6 The expected stages of language acquisition between 0 and 3 years, and factors that may affect the speed of acquisition
- K1.7 How daily exposure to stories and rhymes supports communication and vocabulary
- K1.8 The importance of practitioners recognising atypical development, and potential impacts on a child's holistic development if this is not identified
- K1.12 Pedagogical strategies and how they are applied to support children's development of early literacy
- K1.13 Strategies to support children's development of early writing skills and how they are applied.
- K1.18 The characteristics of the different stages of play
- K1.19 How different types of play activities promote children's areas of development and sense of agency
- K1.20 The use of activities and resources associated with different types of play in promoting children's development and sense of agency
- K1.21 Considerations when planning and selecting resources and equipment to support children's play and education, both indoors and outdoors
- K1.22 The difference between adult-led and child-initiated play, and how to offer an appropriate balance of both
- K1.23 The methods used by adults to lead and promote play, and how they are applied
- K1.24 The benefits of adult-led and child-initiated play
- K1.25 How learning outside of the setting, including outdoor education, enhances children's education and development
- K1.26 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments
- S1.1 Apply pedagogical strategies to plan educational activities, which include play, in line with the development areas of the early education curriculum requirements
- S1.2 Apply pedagogical strategies to lead / facilitate educational activities
- S1.3 Support the development of personal, social and emotional skills within the areas of learning and development
- S1.4 Apply strategies to develop and extend children's education and thinking
- S1.5 Select appropriate resources and equipment to support children's holistic development
- S1.6 Support and promote children's speech, language and communication
- S1.7 Promote equality of opportunity and anti-discriminatory practice
- S1.10 Implement pedagogical strategies to support children's early literacy skills
- S1.13 Use theoretical and philosophical approaches of play provision to inform own practice
- S1.15 Facilitate care, education and play outside of the setting
- S1.16 Support children to explore the natural environment

PO2

- K2.1 The different forms of attachment
- K2.3 The types and possible impacts of transitions and significant events that children may experience
- K2.5 Typical behaviours for age and stage of development, to inform practice when developing relationships with children
- K2.6 The behavioural signs that a child may display and possible implications

K2.7 The stages of self-regulation in babies and children
K2.8 How self-regulation supports children's holistic development
K2.9 Factors that may affect children's behaviour
K2.12 How factors may affect children's self-concept
K2.13 How to develop self-efficacy in children in order to promote their independence, skills and wellbeing
S2.3 Support children's group learning and socialisation
S2.4 Apply strategies to prepare and support children during transitions and significant life events
S2.5 Apply strategies to alleviate separation anxiety
S2.6 Apply strategies to support children to develop self-regulation
S2.9 Model and promote positive behaviours expected of children
S2.10 Support children to manage their own behaviour in relation to others
S2.11 Support children's development of a positive self-concept

PO3

K3.1 The importance of well-considered planning and provision to support children's educational and developmental progress
K3.2 The use of different approaches towards assessment and planning for children's education and development
K3.3 The developmental indicators that may suggest a child is in need of additional support
S3.1 Identify the needs, interests and stages of development of individual children
S3.2 Plan educational opportunities to enable children to progress

PO4

K4.3 The factors that can contribute to children's wellbeing
K4.4 The signs that may indicate a child needs support
K4.6 The strategies used to support children to develop self-care skills
K4.9 The current NHS guidance regarding sleep requirements for babies and children
K4.13 How oral health can be promoted in the setting
K4.14 The signs of common illnesses and infections and the associated symptoms
K4.16 Effective practice to prevent accidents occurring
K4.17 The responsibilities and limitations of their role when responding to accidents and emergencies
K4.18 Types of fire precautions
S4.2 Contribute to the effective supervision of babies and children to keep them safe
S4.5 Apply strategies to support children to make and maintain friendships
S4.6 Plan a range of daily care routines
S4.7 Carry out a range of care routines
S4.9 Respond appropriately to a child showing signs of a common illness
S4.11 Respond appropriately to emergencies, including fire

PO5

K5.1 The legal rights of parents and carers
K5.2 The responsibilities of parents and carers
K5.3 Types of family contexts and the potential impact on parenting
K5.4 The roles and responsibilities of external agencies that may work in partnership with early years settings
K5.5 The benefits of working with other professionals to support children's development
K5.6 Circumstances in which working with other professionals would be appropriate

Assignment 3

<p>Part 1 (a)</p>	<p>PO1 K1.1 The expected patterns of children’s development from birth to 7 years K1.8 The importance of practitioners recognising atypical development, and potential impacts on a child’s holistic development if this is not identified K1.9 The current statutory requirements for the early years foundation stage (EYFS) K1.10 The statutory requirements for the current key stage 1 national curriculum S1.12 Use observational assessments to identify children’s mathematical skills, and foster these skills through play and structured opportunities</p> <p>PO2 K2.5 Typical behaviours for age and stage of development, to inform practice when developing relationships with children K2.7 The stages of self-regulation in babies and children K2.8 How self-regulation supports children’s holistic development K2.9 Factors that may affect children’s behaviour K2.12 How factors may affect children’s self-concept</p> <p>PO3 K3.2 The use of different approaches towards assessment and planning for children’s education and development K3.3 The developmental indicators that may suggest a child is in need of additional support S3.1 Identify the needs, interests and stages of development of individual children S3.4 Recognise indicators that may suggest there are causes for concern regarding a child’s development and take appropriate action S3.5 Utilise planned and unplanned observation and monitoring techniques to carry out assessment within the current early education curriculum framework S3.6 Assess babies’ and young children’s development</p> <p>PO4 K4.5 How meeting basic care needs impacts on children’s self-actualisation, in accordance with Maslow’s hierarchy of needs K4.15 How illnesses and infections are spread, and effective practice to prevent and control infection</p>
<p>Part 1 (b) (Q1)</p>	<p>PO1 K1.3 Factors that may impact on children’s engagement, learning and development in reading, literacy and mathematics</p> <p>PO3 S3.5 Utilise planned and unplanned observation and monitoring techniques to carry out assessment within the current early education curriculum framework S3.7 Reflect on the effectiveness of the planned educational experiences / activities and play opportunities</p>
<p>Part 1 (b) (Q2)</p>	<p>PO3 S3.8 Engage in activities that contribute to continuing professional development (CPD)</p> <p>PO5 S5.1 Contribute to developing and maintaining professional relationships with parents and carers</p>

Part 2 (Q1)	<p>PO3 K3.2 The use of different approaches towards assessment and planning for children’s education and development</p>
Part 2 (Q2)	<p>PO3 K3.2 The use of different approaches towards assessment and planning for children’s education and development</p>
Part 2 (Q3)	<p>PO1 K1.1 The expected patterns of children’s development from birth to 7 years K1.8 The importance of practitioners recognising atypical development, and potential impacts on a child’s holistic development if this is not identified K1.9 The current statutory requirements for the early years foundation stage (EYFS) K1.10 The statutory requirements for the current key stage 1 national curriculum S1.12 Use observational assessments to identify children’s mathematical skills, and foster these skills through play and structured opportunities</p> <p>PO2 K2.5 Typical behaviours for age and stage of development, to inform practice when developing relationships with children K2.7 The stages of self-regulation in babies and children K2.8 How self-regulation supports children’s holistic development K2.9 Factors that may affect children’s behaviour K2.12 How factors may affect children’s self-concept</p> <p>PO3 K3.3 The developmental indicators that may suggest a child is in need of additional support S3.1 Identify the needs, interests and stages of development of individual children S3.4 Recognise indicators that may suggest there are causes for concern regarding a child’s development and take appropriate action S3.6 Assess babies’ and young children’s development</p> <p>PO4 K4.5 How meeting basic care needs impacts on children’s self-actualisation, in accordance with Maslow’s hierarchy of needs K4.15 How illnesses and infections are spread, and effective practice to prevent and control infection S4.5 Apply strategies to support children to make and maintain friendships</p>
Part 2 (Q4)	<p>PO1 K1.1 The expected patterns of children’s development from birth to 7 years K1.4 How areas of children’s development can impact on holistic development within play and early education K1.9 The current statutory requirements for the early years foundation stage (EYFS) K1.10 The statutory requirements for the current key stage 1 national curriculum S1.12 Use observational assessments to identify children’s mathematical skills, and foster these skills through play and structured opportunities</p> <p>PO2 K2.5 Typical behaviours for age and stage of development, to inform practice when developing relationships with children K2.9 Factors that may affect children’s behaviour K2.12 How factors may affect children’s self-concept</p>

PO3

K3.1 The importance of well-considered planning and provision to support children's educational and developmental progress

K3.2 The use of different approaches towards assessment and planning for children's education and development

K3.3 The developmental indicators that may suggest a child is in need of additional support

S3.1 Identify the needs, interests and stages of development of individual children

S3.4 Recognise indicators that may suggest there are causes for concern regarding a child's development and take appropriate action

S3.5 Utilise planned and unplanned observation and monitoring techniques to carry out assessment within the current early education curriculum framework

S3.6 Assess babies' and young children's development

S3.7 Reflect on the effectiveness of the planned educational experiences / activities and play opportunities

PO4

S4.4 Recognise and respond to causes for concern in children

S4.5 Apply strategies to support children to make and maintain friendships

PO5

S5.4 Work collaboratively with other professionals to meet the needs of children and enable them to progress

S5.5 Discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers

Observation Schedule Form

T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)			Student	[name and ID]
	Date	Time	Industry placement	[name and address]
Competency observation 1				
Competency observation 2				
Competency observation 3				
Competency observation 4				
Competency observation 5*				
Structured observation 1				
Structured observation 2				
Structured observation 3				

*Rows can be added or deleted as necessary for the competency observations.

Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025
v2.0	Inclusive change development: branding, headers and footers and copyright updated / moved. Additional guidance added to page 13.	26 March 2026	30 April 2026

SAMPLE

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