



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 1 - Distinction

Guide standard exemplification materials

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Introduction

The material within this document relates to the Early Years Educator Occupational Specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a Pass or Distinction grade.

Any Examiner commentary is provided to detail the judgements Examiners will undertake when observing and evaluating the student. This is not intended to replace the information within the Qualification Specification and Providers must refer to this for the scope of content.

In Assignment 1, the student must produce **2** activity plans according to various specifications. The exemplification sample provided consists of **one** such plan. This partial sample is intended to demonstrate competence in the standard of student work, rather than representing the volume of such work that would be required to complete the whole assignment.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 1

Read the information carefully before starting your work.

In your role as an Early Years Practitioner you are required to support the care, learning and development of all children. In order to do this, you will plan educational activities to promote children's progression.

You must plan **two** educational activities.

- Educational Activity 1 **must** focus on **physical development**.
- Educational Activity 2 **must** focus on **literacy**.

Both educational activities will be to support children aged **3–4** years and each **must** be at least **20 minutes** in length.

Further information about the group of children you are planning for is given below.

You are an Early Years Practitioner working in a **nursery** that has access to a green **outdoor** space.

The topic for the next three weeks is **mini-beasts**.

The term 'mini-beast' can be described as a small invertebrate animal. For example, an insect or a spider.

You have been asked to plan two educational activities, each lasting at least 20 minutes, for a small group of **no more than 6** children aged 3–4 years. The educational activities must support their progression in physical development and literacy.

One of the children within the small group has very **recently joined** the nursery and is still **settling in**.

One of the other children within the small group has difficulty with **concentration** and **self-regulation**.

Use the information above to write **two** educational activity plans on the topic of mini-beasts. The educational activities must be appropriate to the age and individual needs of **all** children within the small group.

Your educational activity plans should be able to be used by another occupationally competent Early Years Practitioner who has not seen them before.

You should make clear **all** relevant considerations, including:

- learning objectives linked to the Early Years Foundation Stage (EYFS)
- opportunities for holistic development
- the Early Years Practitioner's role, including working with others
- links to theoretical and philosophical approaches

- pedagogical strategies used in supporting children's learning and development
- characteristics of effective learning.

[80 + 80 = 160 marks]

Evidence

The following evidence must be submitted for marking:

- your two educational activity plans.

Student evidence

Early Years Education and Early Years
Occupational Specialism Assignment 1: Activity Plan
Mystery mini-beast safari trails: focusing on literacy

Student X
May 2020

The role of the Early Years Practitioner including working with others for my activity for literacy: mystery mini-beast safari trail

Planning experiences for young children is important if they are to make a difference. I will need to take into account the age and stage of all of the children I am planning for. This means that I need to have an awareness of their developmental needs, their interests and any personal circumstances which may affect the choice of experience I will be planning for. In this particular situation there is a lot of information available to me that will support effective planning to enable children to engage inclusively within an enabling learning environment, which also reflects the characteristics of teaching and learning in the Early Years Foundation Stage, 2021. At my setting we would think about any structured planning to meet children's individual needs in the following way:

Age: 3–4 years

Developmental need: Two children within the group have specific needs, which require me to adapt my planning: one child is new to the setting and is still settling in and another member of this group needs support in relation to concentration and self-regulation.

I need to liaise with the children's key person, who will have useful information from parents/carers and other professionals as appropriate to ensure that my plan will be meaningful for the developmental stage and needs of the children.

A child settling in will need the reassurance of a familiar key person. I must ensure that before I do any experience involving this particular child that they feel safe and secure and content to be part of the group. This is critical to support a child during transition. Transition can impact a child's holistic development and leave a child feeling low in confidence and perhaps see them regress in stages that they have currently met. For example, the child that is settling in may find it difficult to make relationships and friendships and the careful, skilful intervention of the practitioner can help this through engaging communication and experiences. All child liaison with the key person at the setting will support me in my planning. The Early Years Foundation Stage, 2021, identifies the role of the key person and in particular emphasises the strength of such a role in meeting the individual needs of children during transition to the setting when a child is settling in, requiring that 'each child must be

assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs'. This really strengthens the need for me to get to know the child, spend time finding out what their interests are and ensuring that they are ready to be part of a group. The activity will also help me to consider friendship groups, further interest, schematic stage and developmental need and this will be useful for the key person to hear about as they share information about the child's day with parents/carers at the end of the session.

The role of the Early Years Practitioner would be to ensure that he/she liaises with the key person and other colleagues to ensure that the activity/experience would be suitable for the child's interests and needs. During the activity the practitioner should not interfere too much but should be around to extend learning, develop sustained shared thinking and remind the children about the book they have been reading to inspire and ignite imagination, motivation and active engagement. The practitioner should always be aware of where the children are and that they are safe, taking notes for monitoring and tracking purposes. The practitioner may share the experience with parents/carers and colleagues and update children's key person or individual assessment record in line with policy and procedure. The practitioner should also ensure the environment is left tidy afterwards and evaluate their own learning in order to make improvements to their practice. The practitioner should follow policy and procedure **to support and promote children's health, safety and wellbeing**. When planning the resources it would also be part of their role to check for hazards and carry out a risk assessment to make sure the outdoor environment is a safe and healthy one, the resources used would also need to be checked to ensure that they are age/stage appropriate for independent use and that they do not pose any risk to the children. Whilst children should be encouraged to enjoy the outdoors in adverse weather it would also be a safety precaution to be mindful of the weather and ensure children are safe, ie wet floors will be slippery and in the heat children need caps and sun cream as appropriate. Any accidents or incidents would need to be recorded in line with procedures. Whilst children are able to enjoy the experience independently the practitioner must be mindful of how the children are coping with the challenges of the task set and ensure they are able to contribute and participate. The activity is outdoors and the security of the physical environment is also a concern here.

The **resources** required for this activity/experience include:

- printed animal footprints, birds, insects and other bugs, pictures of habitats too such as nests.
- story book/s
- streamers
- items such as a leaf, twig
- dressing up clothes/masks
- music
- resources for mark making and display
- sequencing cards
- resources to create the different experiences on the trail
- resources need to be safe and age/stage appropriate.

The experience offers opportunity for **promoting equality, diversity and inclusion** by making sure all children can contribute and participate independently with the experiences involved without barriers. The practitioner should ensure all children are able to participate in all of the experiences offered in an inclusive and fair way.

When planning the activities and any subsequent experiences as identified in the planning section, it is important to liaise with staff at the setting; in particular, the key person to make sure strategies and approaches are consistent and fair, in line with expectation for individual children, so that pedagogical influence is consistent with the ethos of the setting. The overarching principles of the EYFS include:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways.

I have been able to uphold these principles in my planning and informed implementation of the activity as I ensured the activity was child-centred, that the resources, materials and expectations were enabling and that children were encouraged to take opportunity for positive relationships to develop with both adults and children. It is only going to be meaningful if the activity is set at an appropriate level of expectation and scaffolded to be as effective as possible for the young children involved and I was mindful of individual need throughout this process.

Learning goals

This educational activity will focus on literacy with children aged 3–4 years. I need to refer to the Early Years Foundation Stage to consider literacy and its broader aims for children. I will also look at how emergent literacy skills are provided for currently at the setting and use these to best inform my planning in order to appropriately meet the age/stage and individual needs of the children and build from what they already know/can achieve. According to the Early Years Foundation Stage, 2021, literacy development involves ‘two dimensions: language comprehension and word reading’. As the activity develops, children will be exposed to emergent literacy opportunities including:

- identification of sounds and letter (early phonics)
- mark making
- speech, language and communication.

I will need to apply my knowledge of the need that each child presents and consider how such needs can be met in an appropriate way, using pedagogical strategies to support and enable learning for children aged 3–4 years in this experience. Whilst deeper concentration skills may not be established

until 4 years, Development Matters 2021 does imply that at this age the child typically 'listens to stories with increasing attention and recall'. Bearing this in mind, it is important to appreciate the individual needs of the child with some concerns in this area, (concentration), and use strategies, techniques and methods that apply pedagogical approaches for best outcomes. In this case, I will engage the child with stories through communication, a range of experiences that allow for outdoor interests to be appreciated and through a range of diverse experiences and activities which will hopefully maintain interest and fun.

In relation to self-regulation this is concerned with feelings and expressing and managing own feelings whilst showing an awareness of the feelings of others. A child settling in will need the familiarity of the key person who will support them to make relationships and build self-confidence and self-esteem in a safe, enabling environment, (co-regulation). The experience will contribute to this by providing 'stability in staffing, and in grouping of the children'. (Development Matters, 2021).

The **title** of my activity is **Mystery mini-beast safari trail**.

The activity that I have chosen will be appropriate for young children. According to the Early Years Foundation Stage, 2021, activities must be relevant to age, stage interest and offer opportunity to children to engage with areas of learning through a holistic approach. Opportunities and experiences need to be inclusive and make use of child-centred, spontaneous play, 'in the moment' experiences, as well as the practitioner being mindful of any developmental need or learning goal as appropriate. This activity will be an extension from stories, music and rhyme and will build on the experiences and of course the available resources in the setting.

The book, 'We're Going on a Bear Hunt' by Michael Rosen, poems and rhymes with musical instruments will ignite children's imagination and curiosity inspiring provocation and creativity. The activity will allow for indoor and outdoor flexibility and therefore if the weather prevents outdoor play (only in very rare conditions but also if the environment is unsafe), we can still participate in the activity. It is also necessary to be mindful of the individual needs of the children, such as a child settling in and a child needing support in concentration/attentional, expressing, dealing and expressing feelings, (self-regulation). Therefore the activity requires practitioners to be sensitive to the child new to the setting offering close support, facilitation of conversation and commentary to help them understand the process of the activity without pressure to respond. While all children will be developing their self-regulation throughout their early years, one child specifically struggles with maintaining their concentration and therefore must be supported by physical activity with the activity and ongoing interaction to support engagement.

This activity/experiences will support these children as well as appealing to the interests of other children in the setting who will also be included and welcomed into the play environment.

Before the children arrive I will need to prepare the trail: Preparing the trail: animal footprints that lead the children to various discoveries along the way such as pictures of woodland animals, birds, insects and bugs, habitats, items of interest such as feathers, animal masks and safari clothing will also

be placed along the route! The trail will, weather and safety permitting, allow children to go outdoors, and so careful planning will pass by the children's coat and outdoor shoes area as appropriate! When outdoors the children will find a familiar set of obstacles to replicate the Bear Hunt story. So they will come across a crunch path, a bridge and other obstacles that can be simulated and improvised with everyday items. For example a crunchy uneven path could be gravel or crunched up paper under a large blanket that is secured to the ground, a bridge could be any obstacle that allows for simple climbing up, over and down. It is useful if the practitioner can use language throughout to model literacy. This can be achieved through voice intonation and of course using familiar words and phrases from the book. Language and in particular speech and communication are key to children's holistic development. At the end of the trail the children will be led back the way they came and music will be playing in the main play room. Children will be able to choose from the musical instruments and the streamers and a singing session will take place, finishing with a discussion about the activity. The practitioner can use the different pictures and objects that the children have collected along their safari to enjoy conversation, valuing the child's voice, and then the story and picture cards, a little like playing cards but larger, from the story can be available in the book area so that children can role play or sequence the pictures freely. The sequencing activity will promote further literacy as words and pictures and events are explored. Children will then be free to enjoy the mystery safari trail and resources. The resources that they discovered can later be used to help with simple mark making as children look at the words and phrases from the story and match these with the items that they have found, using illustration to reflect on their experience. These pictures could be displayed and labelled, the practitioner could reflect on these with parents/carers and of course with the individual children during the rest of the day. Throughout the activity I will be mindful of the main aim and draw speech, language and communication out as I go. I will also be aware of the needs of the children identified and ensure that the child settling in does not get overwhelmed, I will also use this activity as a way of monitoring who she is playing with and any preferred play experiences as well as peer friendship groups. The child with issues with concentration and self-regulation should enjoy the range of activities and different experiences. I will need to be aware of how this child copes in social groups and ensure that he is coping with throughout, making the most of opportunities for expressing feelings and talking about how the different bugs and animals may be feeling-are they hungry what do you think they would like to eat and so on as these sorts of open ended questions will not only support literacy but will also encourage thoughts around feelings and an appreciation for the needs of others.

This activity will focus on emergent literacy skills, including phonics for early reading, mark making for early writing and communication. Speech and language for oracy and holistic development and wellbeing. Appropriate skills within the specific area of **literacy** within the Early Years Foundation Stage:

'It is crucial for children to develop a life-long love of reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.' (Early Years Foundation Stage, 2021)

As the activity develops, and as stated in the planning section the children will be exposed to emergent literacy opportunities including those identified in the planning stage:

- identification of sounds and letter (early phonics)
- mark making
- speech, language and communication
- literacy in the Early Years Foundation Stage

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

There are opportunities for this during the story as children participate and anticipate familiar well known phrases within the book and later in the sequencing card activity and read through the labelled displays of their pictures.

Writing: children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

There are opportunities to work towards this through the mark making activity.

Opportunities for holistic development

Planning for young children is important to appreciate that any one activity or experience will promote holistic development and will engage with the prime areas of the Early Years Foundation Stage, 2021.

Prime areas of the EYFS:

Physical development: Children will use fine motor skills and hand eye co-ordination during the activity as they explore story books, pick up items along the mystery trail and sort the items following the experience. Large motor development will be required as children follow the trail and climb up, over down and across the different obstacles they will encounter. They will also be managing their own physical space and co-ordination throughout. They will enjoy freedom during singing activity and the opportunity to dance to the music with the streamers too. Outdoors will have many benefits including release of energy, promote healthy appetites and provide opportunities for peer friendships to develop without too much structure from the adult.

Communication and language: Children will be encouraged to contribute to story time either in 1:1, large or small group situations or simply through incidental discussion and speaking and listening opportunities, song and rhyme, review of the activity and further discussion around the display. This will encourage listening and attention skills, taking turns in communication and fostering an interest in stories, songs and general confidence in communication. Children will be exposed to sounds and letters

along the trail and so this will further support the development of emergent phonic awareness. The Early Years Practitioner should support speech, communication and language through positive role modelling and encourage a language rich environment that provides child-centred incidental opportunities using cues and open ended questioning to engage children in scaffolded language experiences.

Personal, Social and Emotional: Children will express feelings and emotions in a play-based environment in a familiar environment with familiar staff. They will spend time with their peers and are able to play in friendship groups free from adult intervention. The experience allows for independence through self-directed action and also promotes self-confidence and esteem as children make discussions and negotiate which trail to follow and which animal to imitate. There is opportunity to make own choice and express feelings through the activity/experience. Familiar adults will be close by to offer safety and emotional security as appropriate

Characteristics of effective learning

It is important that characteristics of effective teaching and learning identified in the Early Years Foundation Stage, 2021 include:

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The activity engages with each characteristic. Children are able to **explore** freely outdoors. Sensory discovery play with natural materials was at the core of the experience. Piaget also identified first hand experiences as crucial to the preoperational stage of play and learning, ‘the pre-operational period (3–7 years), describing learning from all of our experiences.

Children are encouraged to be actively involved in the activity at each stage and there is opportunity for problem solving and reflection (Hightscope, plan, do and review) sustained shared thinking, holistic learning and development throughout. Children are encouraged to socialise appropriately and the practitioner will seek out opportunities to role model and support turn taking, positive aspects of behaviour and being observant to the reactions and ever-changing ‘in the moment’ needs of the children. The activity allows for creativity, expressing feelings and problem solving in a safe and stimulating environment.

Research into effective early years environments is also influential to my activity plan. For example, the Effective Provision of Pre-school Education, (EPPE) project, 1999, considered quality interactions in a skilled, well-informed workforce crucial to future attainment and necessary for nurturing a healthy disposition to learning. This research identifies prime conditions for sustained shared thinking - a key

factor in early literacy and one that is now embedded in the EYFS 2021, 'sustained shared thinking involves 'episodes' in which two or more individuals 'worked together' in an intellectual way to solve a problem, clarify a concept, evaluate activities or narratives etc. During a period of sustained shared thinking, both parties contributed to the thinking and developed and extended the discourse'.

Links to theoretical perspectives and philosophical approaches can be made here, for example the children will be enjoying spending time outdoors and this can be seen in the approaches pioneered by Rachel and Margaret McMillan, who believed that fresh air, exercise and a healthy diet improves children's health. Free flow play is embedded into best practice within the Early Years Foundation Stage and children should be encouraged to spend some time outdoors each day, and that are able to choose how and when to spend time outdoors.

Children will feel safe and secure in their environment as familiar staff will be nearby, this allows children to flourish in a safe and emotionally secure environment. The work of John Bowlby in the 1950s has been represented through the role of the key person system in an early years setting as it is a requirement that each setting provides every baby and child with a key person, supporting the need to appreciate attachment and its role in children's lives. The work of Bandura and in particular research surrounding self-efficacy will further support this work. For example the child settling in will be developing confidence in the new social group and will take time to develop autonomy potentially. The child lacking in concentration and self-regulation will have opportunity for positive role modelling as well as the opportunity to engage closely with the familiar adult, and this may also help.

The work of the Forest School has also been considered in this activity as children enjoy being outside and exploring their natural environment through exploration and discovery, nurturing and meaningful experiences to support children's learning and development. Approaches such as Steiner and Reggio Emilia are also relevant to this context, as is the work of Maria Montessori and Isaacs and the heuristic play with natural or real objects, also associated with Elinor Goldschmied. By reviewing the work the practitioner is also using the characteristics of teaching and learning from the EYFS and also some of the principles found in Highscope and Te Whariki curricula.

Scaffolding, (Bruner), children's learning has been a consideration during the planning of this activity. Children are able to be supported by the practitioner at every stage, however children still have enough freedom to express themselves and explore with new learning, this is described by Moyles as a spiral of learning, her "**spiral** theory" states that children should be allowed to play freely first, then structured and then freely.

Pedagogical strategies to support children's learning and development that may be applied to this activity/experience, including characteristics of effective learning in line with the EYFS.

Children will be offered a play based approach to learning through the EYFS which provides a range of diverse play types and experiences. It is important to allow for as many different types of play as you can in order to maximize learning. Hughes for example introduced a taxonomy of play and Bruce also suggested that there are quality indicators of play. It is important to also learn from pioneers such as

McMillan who valued the outdoors and also Isaacs who believed in children expressing themselves and building emotional resilience during their formative years. The children will enjoy the outside trail and it will offer an inclusive experience for the group of children, who can play together and learn from each other as they collect their treasure along the way. The child who is settling in may feel more comfortable in the outdoor environment but this will need to be carefully monitored by the practitioner so that he/she does not become too overwhelmed. The activity/experience provides opportunities for group learning, socialisation and sustained shared thinking. Resources must be selected to meet the individual's age/stage appropriate play. Child-centred play with a balance of adult directed play opportunities are also embedded into this activity and this will reassure the child settling in whilst also giving the children a sense of control over their play and the direction it may take. Outdoors opportunities allowing for children to move freely through the physical environment is recognised as effective practice and can contribute to a child's holistic health and wellbeing. The main focus was literacy and the activity allows for literacy development appropriate to the children's age/stage and is inclusive for the two children identified. The activity could be shared with parents/carers and other colleagues as well as being able to take some observations from watching/being involved first hand and this will support monitoring and tracking records.

REFERENCES

EPPE Project 1999 accessed online March 2020

Development Matters, 2021

Early Years Foundation Stage, 2021

Examiner Comments

DISTINCTION

The student has produced a coherent and appropriately in-depth piece of writing that embeds the Early Years Statutory Framework throughout, weaving theory and philosophical approaches in a sophisticated writing style, providing a detailed and informative response to the demands of the brief.

The student makes extensive use of relevant knowledge of the Early Years Statutory Framework and offers reasoned analysis and solution based outcomes. For example, the student is able to explain the impact to the child of transition and details the role of effective key person practice. There is a comprehensive understanding of literacy development within the EYFS, and specifically at this stage and opportunities for its development across the prime areas of learning as well as how the practitioner maximizes such opportunities, and these are explained accurately in context. The student is able to precis information from a range of suitable sources and makes exceptional use of appropriate information, building on the topic of mini-beasts to maintain interest and motivation. This is clearly evidenced when the student makes excellent use of pedagogical approaches, philosophical and theoretical influence that also benefits from appropriate reference made to The EPPE Project.

The section detailing the role of the practitioner is extensive with impressive knowledge of planning, inclusive child-centred practice, health, safety and wellbeing, holistic opportunities for learning and comprehensive application of theoretical as well as philosophical influence to clearly demonstrate an understanding of the different perspectives/approaches associated with early years education, a theme which continues throughout the work.

Overall, in this work the student demonstrates extensive knowledge of relevant concepts and techniques reflected in an early years education role and precisely applies this accurately with skillful analysis and well-reasoned judgement.

Overall grade descriptors

The performance outcomes form the basis of the overall grade descriptors for Pass and Distinction grades.

These grade descriptors have been developed to reflect the appropriate level of demand for students of other Level 3 qualifications, the threshold competence requirements of the role are validated with employers within the sector to describe achievement appropriate to the role.

Occupational Specialism overall grade descriptors:

| Pass |
|---|
| <p>The evidence is logical but displays baseline knowledge in response to the demands of the brief.</p> <p>The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches associated with early years education.</p> <p>The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions.</p> <p>The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in an Early Years Educator role and generally applies across different contexts.</p> <p>The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p> |
| Distinction |
| <p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches associated with early years education.</p> <p>The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods.</p> <p>The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions.</p> <p>The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in an early years education role.</p> |

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in an early years education role, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

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Owner: Head of Assessment Design

Change History Record

| Version | Description of change | Approval | Date of Issue |
|---------|--|--------------|-------------------|
| v3.1 | Published draft version | | August 2020 |
| v4.0 | Published final version | | 01 September 2020 |
| v5.0 | T Level branding updated | | December 2020 |
| v5.1 | Version, branding and formatting final updates | | March 2021 |
| v5.2 | NCFE rebrand. | | September 2021 |
| v5.3 | Alignment with sample materials | January 2022 | February 2022 |
| v6.0 | Annual review 2023: Name changed to Education and Early Years | June 2023 | 19 June 2023 |