

T Level Technical Qualification in Education and Early Years

Employer-set project (ESP)

Assisting Teaching

Pro-formas

v4.1: Specimen assessment materials 15 November 2023 603/5829/4

CACHE

T Level Technical Qualification in Education and Early Years (603/5829/4), ESP Assisting Teaching Pro-formas

Task 1 - Planning

The following forms are for use in Task 1.

- 1a Intervention Plan
- 1b Activity Plan

Note: The spaces provided below are **not** indicative of length of response required. However, you should consider how you will approach this Task with your response.



Task 1a - Intervention Plan

Copy this template to complete your Intervention plan

Child Age Setting		Child's strengths and interests Child's developmental needs			
Area of development	Support strategies (your role/partnerships/communication)	Appropriate resources	Links to educational theory/concepts/pedagogy	Intended Outcomes	
How will you track and monitor progress					

Task 1b - Activity Plan

Copy this template to complete your Activity plan

Child's name	
Aims of activity	
Links to curriculum	
Links to educational theory,	
concepts and/or pedagogy	
Appropriate resources	
Support strategies	
(your	
role/partnerships/communication)	
Use of observation during the	
activity	
Hazards, Risks and controls	
Intended Outcomes	

Task 2a - Peer discussion for activity planning

The following forms are for use in Task 2a.

- 2a (i) Preparation for Peer Discussion
- 2a (ii) Feedback from Peer Discussion.

Note: The spaces provided below are **not** indicative of length of response required. However, you should consider how you will approach this Task with your response.



Task 2a (i) – Preparation for Peer Discussion Form

Copy this table to provide individual feedback for each student within your group.

Student name:							
Activity plan:							
Date:							
State one aspect	State one aspect of the student's activity plan that you thought would work well and why.						
Prepare one que	stion to ask about the studen	t's activity plan.					
Varia arrastian ala							
Your question sno	buid be about now and wny ti	ney have designed the plan the way it is.					
Provide one example of how you feel the student's activity plan could be improved.							
The Tutor must sign this piece of work for the purposes of validation.							
Student number: Provider number:							
Otadont namber		Trovider Humber.					
Student name:		Tutor name:					
Ctudent eignetu		Tutor cianoturo.					

Task 2a (ii) - Feedback from Peer Discussion Form

Print out this form to allow completion of hand-written notes of the peer discussion. You may wish to increase the size of the spaces before printing.

Please ensure that your writing is legible and that the document is suitable for scanning so it can be made available as an electronic piece of evidence.

What your peers felt would work well in your activity plan and why.
Questions you were asked by your peers.
Examples of how your peers think that your activity plan could be improved.

Justification of feedback you have acted on and what you decided not to use.		



Task 3 - Tutor discussion

Note: The spaces provided below are **not** indicative of length of response required. Consideration should be given to the time limit stated in the 'Conditions of the assessment' section of the Task.

You should consider the following areas when presenting and justifying your planned approach and activity plan. You may use the headings below or consider an alternative approach to setting out the details of your discussion points (ie presentation slides).

Key elements of your planned approach/intervention plan:

Details of your activity:

How your activity will support your planned approach:

Details of the review undertaken as a result of the peer discussion:

Once you have presented, your Tutor will ask you questions on the following areas:

- how your approach is informed by educational theories, concepts or pedagogies
- how your communication skills will support Ayesha's progress
- how well you feel your planned approach and/or activity plan meets a specific element of the brief.

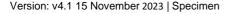
You can use this information to support your response to questions asked. You must ensure you are able to capture an audio recording to submit as evidence.

Task 4 - Reflective account

Note: The spaces provided below are **not** indicative of length of response required. Consideration should be given to the time limit stated in the 'Conditions of the assessment' section of the Task.

You should consider the following areas when completing this Task:

- how well you felt that you conveyed your planned approach and activity plan in your presentation, including questions answered
- how well you feel, since completing Task 1, that you will meet the anticipated outcomes of your approach
- how you would improve any element of your work, including working collaboratively with peers, for future practice



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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates.		February 2021
v3.2	Pro forma for Task 1 added following provider feedback		March 2021
v3.3	NCFE rebrand.		September 2021
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as watermark	November 2023	15 November 2023