



T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Core component (core project)

Tutor guidance

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 should be kept secure at all times.

This document should 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.

Past Paper

Administering the external assessment

The maximum overall time allowed for the external assessment is **12 hours** under **supervised** conditions.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. External assessment material should not be given to students until the first supervised assessment session.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in a normal classroom environment, so long as each student has access to, or the option to use, a computer system. Providers can decide how to arrange supervised sessions and must submit students' completed assessment work by the published submission date.

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 task. 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 assessment task.

At any time, NCFE may request the timetable that providers have set for the supervised sessions:

- The permitted time must **not** be increased, 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 task; providers must take this into account when timetabling the session.

Marking the external assessment task

The external assessment tasks are set and marked by NCFE. This means that providers **must not** assess, internally quality assure **or** provide any feedback to the student about their performance in the external assessment task, with the exception of Task 2 (a) (i). However, tutors may be asked within a specific task to validate and generate supplementary evidence of student performance. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

To achieve a grade for the core component, the student **must** attempt both of the external examinations **and** the employer set project. The combined grades from these assessments will be aggregated to form the overall core component grade (A* to E and U). If students do not attempt one of the assessments or fail to reach the minimum standard across all assessments, they will receive a U grade until the student resits the relevant component(s).

Instructions for tutors

Assessment conditions

Students **must** complete the employer set project independently and under supervised conditions, as per each task specific guidance further below.

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 was found not to be the student's own work.

Tutors **must** retain students' research 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 tutor 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 should be securely stored between supervised sessions. Students must **not** have access to this area between the supervised sessions, including electronic files.

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

Appendices should not be included and will not be marked unless specifically required from the task instructions.

The research activity may require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses. Within the next section, 'Assessment and task specific instructions', details are provided for the relevant assessment windows and students must submit their research materials to the tutor one week prior to the first supervised session so the following can be checked:

- all information should be contained within four pages (sides), excluding references
- all information should be in an Arial font 12pt, within standard border sizes
- students **must** clearly show where sources have been used to support their own ideas and opinions
- students **must** clearly reference all sources used to support their own ideas and opinions
- all quotations **must** be referenced.

Research materials that are submitted must meet the conditions before the delivery of Task 1. **Plagiarism may result in the external assessment task being awarded a U grade.** For further guidance, refer to the Maladministration and Malpractice guidance located on the NCFE website.

Resources

Students must have access to the appropriate resources required to complete the employer set project. These include the following:

- research materials created in response to the preliminary material
- technical equipment as required, such as audio-visual 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.

Past Paper

Assessment and task specific instructions

Employer set project brief

For each assessment window, there will be **two** versions of the employer set project available for booking; each version is contextualised against the occupational specialisms relevant to the pathway. These **two** briefs will be set by employers in conjunction with NCFE and will be different for **each** assessment window. The briefs are designed to ensure a motivating starting point for students and will be based on, for example, a real-world problem.

Selection of brief

Students are required to discuss and agree with their tutor which of the following occupational-based briefs they would like to take forward for their employer set project:

- Early Years Educator
- Assisting Teaching

The provider must book students onto the appropriate version of the employer set project by the deadline for that specific assessment series as indicated on the Key Dates Schedule on the relevant qualification page on the NCFE website.

Bookings will be made on the NCFE Portal, and guidance can be found in the Portal Handbook which can be accessed within the system.

The selection and registration of the student to the appropriate brief **must** be agreed ahead of the deadline outlined on the Key Dates Schedule. Whilst it is recommended that a student selects the brief that is relevant to their intended occupational specialism, it is not a requirement that the student makes a selection decision based on this, or any other criteria.

Pre-release activity

To support the completion of the tasks within the employer set project, students are required to engage in research-based activity that is focussed around collating information and materials that they have received during their learning throughout the qualification, which can include any information pertinent to the contextualised version of the assessment students take (for example, early years foundation stage (EYFS)). The information students collate should be refined and focussed around the details within the pre-release activity, ahead of the supervised scheduled assessment. The pre-release activity should be shared with students on a fixed date detailed in the Key Dates Schedule, this can be located on the NCFE website. It is recommended that tutors allow themselves 1 week to check and verify that the materials are produced in line with the requirements stated on page 4 of this document. This will also allow an opportunity for students to amend their materials if they do not meet these requirements.

Students **must** submit their research materials to their tutor before the cohort's first supervised session, at least 1 week before the first supervised assessment session. Students should **not** have access to the tasks until the research materials have been approved. The purpose of these checks is to ensure that the assessment maintains its validity and helps to prevent malpractice.

Task 1

Tasks 1 (a) and 1 (b) require students to create a plan that will detail an approach to meeting the needs outlined in the employer set project brief, as well as a plan for an activity that will support the broader plan. The tasks have been split into two parts to ensure that both elements are accessible and act to guide students further with the evidence requirements for each. Tutors must schedule separate supervised sessions for Task 1 (a) and Task 1 (b), both of which must be taken as a whole (3 hours per task) and must not be split, for example, into two 1 hour 30 minute sessions.

Task 1 (a)

Students are required to work independently and under supervised conditions to create a support plan based on the detailed brief and Task 1 (a) pro-forma that is provided with the tasks. Students must complete this task within 3 hours. As part of this plan, students should plan and manage how they will spend their time to produce what is outlined in the evidence requirements.

Task 1 (b)

Students are required to work independently and under supervised conditions to create an activity plan based on the detailed brief provided in the tasks, as well as their support plan from Task 1 (a). Students should be provided with a hard copy (print out) of their support plan from Task 1 (a). Students are not allowed to make any amendments to their work from Task 1 (a) during completion of Task 1 (b). Students must complete this task within 3 hours. As part of this plan, students should plan and manage how they will spend their time to produce what is outlined in the evidence requirements.

Task 2 (a)

Students must not start Task 2 (a) until the cohort has completed Task 1.

Tutors will assign each student to a peer discussion group. Each group should be made up of 3 to 5 students. Tutors may consider the room or space available and cohort sizes when determining the number of students within a group.

Task 2 (a) (i)

Tutors must give students copies of the activity plans from Task 1 (b) for **each** of the other students in their peer discussion group. Students are required to work independently and under supervised conditions to complete the Task 2 (a) (i) pro-forma provided. Students are not required to be sat in their peer discussion groups when completing this activity.

Tutors should review the Task 2 (a) (i) pro-forma that each student has produced. This is to ensure that sufficient detail is provided to enable fair access for all students during the peer discussion. Tutors can provide oral guidance to highlight where improvements can be made to the Task 2 (a) (i) pro-forma. Tutors are allowed to lead students, for example, by giving them specific feedback on each of the questions where the student has not sufficiently completed the pro-forma. Students can then revise and redraft their work before tutors review it again.

There is no time limit for completion of Task 2 (a) (i) as the time taken is dependent upon the number of students in each peer discussion group and the amount of feedback provided by the tutor. Tutors should manage completion of Task 2 (a) (i) as part of their planning for the delivery of Task 2.

Task 2 (a) (ii)

Students should be provided with a copy of their activity plan from Task 1 (b).

Students are not allowed to make any amendments to their work from Task 1 (b) during completion of Task 2 (a) (ii).

Students will complete the preparation element of this task within 20 minutes of supervised assessment time.

Tutors must ensure, when supervising the assessment, that each student within the group provides feedback. Tutors can do this by prompting students, based on the content of their pro-forma.

During the discussion, each student will have a maximum of 5 minutes to lead a discussion on the details of their activity plan. All other students within the group will then have a combined total of 20 minutes to feed back to the lead student who discussed their activity plan. Lead students must complete notes of the feedback they receive from each group member on the Task 2 (a) (ii) pro-forma. This activity must be repeated for each student in the group.

Task 2 (b)

Students are required to work independently and under supervised conditions to reflect on the feedback received from peers and update their activity plan accordingly. Students should reference each piece of feedback received in their summary of changes. Students will complete this task within 1 hour of supervised assessment time.

Task 3 (a) and Task 3 (b)

Students are required to work independently and under supervised conditions to prepare for a short (5 minute) presentation and discussion with the tutor. They will have a maximum of 2 hours to prepare for this task, which may also include practising the verbal delivery of their content. The discussion with the tutor will start with the delivery of the content and should consist of a balance of the support plan as well as the activity plan. The Task 3 pro-forma has been provided to support students with this task. The discussion with the tutor will move on to a question and answer section that should take no longer than 10 minutes in total. Consideration should be given to timetabling. Tutors can allow additional time where required, for example, to account for technical issues with the setup of the audio-visual recording, or any nerves on the part of the student.

Task 3 (b)

Students are required to discuss the key elements of their approach, including the justifications for decisions made. As part of this task, the tutor will assume the role of a supervisor in the relevant occupational area (for example, key worker, teacher) and take part in a professional discussion where the students will describe their approach before being questioned by the tutor to provide further rationale for the approach taken.

During this task, tutors should make a judgement around the verbal communication skills of students using the tutor observation notes form provided in the Task 3 (b) pro-forma.

This discussion should be recorded by the tutor as an audio-visual recording.

The role of the tutor in this assessment is to ask questions of the student. The questions the tutor must ask are detailed in the Task 3 (b) pro-forma. The tutor **must not** offer suggested answers or lead the student. However, the tutor can ask prompt questions or reword the questions to support clarity for students. This must only be done after giving the student a chance to ask for clarification. Prompts cannot introduce new information; they are a way to support the student to understand the question. The tutor may also clarify with the student if they are happy with their response, this can only be done to progress with the discussion (for example, on to the next question). In addition to this, the tutor must make a judgement against the descriptors and provide commentary around how well the student has verbally communicated.

Task 4: reflection

Students are required to work independently and under supervised conditions for this task.

Students must, as part of Task 4, carry out reflective practice and/or review the outcome of their work in relation to the brief. The Task 4 pro-forma must be completed.

Timings

The timings below have been devised to support student and provider planning.

Tutors should encourage students to read all tasks in their entirety to ensure they take note of the time they have for each task.

Pre-release (research) activity – provided to students at least 3 weeks prior to the **first** supervised assessment.

Task 1 = A **maximum** of 6 hours in total

Task 1 (a) = 3 hours in total.

Task 1 (b) = 3 hours in total.

Task 2 = A **maximum** of 1 hour 45 minutes

Task 2 (a) (i) = There is no time limit set for this task.

Task 2 (a) (ii) = Students will have 20 minutes to prepare for discussions.

Students will each have 5 minutes to discuss their activity plan.

All other students within the group will have a combined total of 20 minutes to feed back to the student who discussed their activity plan. See the task guidance on page 7 for more detail.

Task 2 (b) = A **maximum** of 1 hour in total.

Task 3 = A **maximum** of 2 hours 15 minutes

Task 3 (a) = A **maximum** of 2 hours for preparation.

Task 3 (b) = 15 minutes for each student:

- 5 minutes for each student to present information
- 10 minutes for tutors to ask questions and receive answers; see the task guidance on page 8 for more detail.

Task 4 = A **maximum** of 2 hours

Total = 12 hours

Instructions for completing and submitting the external assessment task

The external assessment tasks **must** be completed and uploaded as a whole and not in separate sections. The submission of students' assessment evidence must be done before the submission date specified for the assessment window. Tutors **must** ensure that students follow the filename conventions specified in the external assessment tasks for each individual document. These files, per student, should be placed within a single folder before being submitted.

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

Guidance for students

The guidance for students is available from page 4 of the employer set project – project brief.

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Document information

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