



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

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 1 Part 2: Structured Observations – Student
Guide

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Assignment 1 Part 2: Structured Observations – Student Guide

The structured observations are a set of activities you will need to complete on your industry placement.

In total, assignment 1 part 2 will take no more than 3 to 4 hours to complete. Each observation will last for a maximum of 1 hour and may be followed by a professional discussion that will last no longer than 15 to 20 minutes. These professional discussions are not mandatory.

Each observation has a set of skills taken from the content of the qualification that is particular to that observation. Your provider-appointed assessor will follow up the observation with a discussion around any of these skills that were not observed during the observation.

The structured observations and professional discussion are final assessments and should be treated as such. You should perform to the best of your ability, and you will be observed doing so and given a mark. This mark along with your mark for your professional discussion will contribute towards the final grade you achieve on your technical qualification.

The following pages detail the structured observations and the criteria they are intended to cover and how you will be graded.

Your structured observation times and dates will be planned well in advance by your provider-appointed assessor, in agreement with the industry placement and you.

The activities you will set up for your observations are designed to reflect events that naturally or regularly occur in the industry, and providers will accommodate these observations within regular provision.

Important: you must carefully consider the detail of all criteria when planning your activity for each observation.

You will lead the activities yourself, with no input from the provider-appointed assessor. You can interact as required with other practitioners, based on the requirements of the activity.

All planned activities will need to be carried out in line with your industry placement's policies and procedures.

Before you start your structured observation, you must create a plan using the planning form in this guide. You must give a copy of this plan to your assessor prior to the observation.

Structured observation 1: supporting children’s learning and development

Activity description

This activity will assess your ability to support children’s learning and development, making use of both planned and unplanned opportunities.

The structured observation will consist of one of the following activities:

- A literacy session that requires you to lead a storytime session.
- A numeracy session that requires you to support mathematical development.
- Engaging with children during play, for example role play / outdoor play.

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to skills

S1.4 Apply strategies to develop and extend children’s education and thinking.
S1.6 Support and promote children’s speech, language and communication.
S1.10 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.
S2.9 Model and promote positive behaviours expected of children.
S2.10 Support children to manage their own behaviour in relation to others.

Structured observation 2: contributing to an enabling environment

Activity description

This activity will assess your ability to contribute to an enabling environment for children, making use of both planned and unplanned opportunities.

The structured observation will consist of one of the following activities:

- Creating and supporting children's engagement with an interactive display, for example, a wall display or a table display.
- Developing an area of provision, for example, a role play area, a book corner or a creative area.

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to skills

S1.4 Apply strategies to develop and extend children's education and thinking.
S1.7 Promote equality of opportunity and anti-discriminatory practice.
S2.7 Encourage children's participation by ensuring a balance of adult-led and child-initiated activities.
S2.9 Model and promote positive behaviours expected of children.
S2.10 Support children to manage their own behaviour in relation to others.
S3.2 Plan educational opportunities to enable children to progress.
S3.3 Provide and lead care, educational experiences and purposeful play opportunities.

Structured observation 3: meeting the individual needs of children

Activity description

This activity will assess your ability to meet the individual needs of children through contributing to their care and wellbeing.

The structured observation will consist of one of the following activities:

- Contributing to care routines, for example, snack or mealtimes, rest and sleep, personal care needs.
- Supporting children through planned transitions, for example, within settings (such as moving from one age group to another) or to / from settings.

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to skills

S1.4 Apply strategies to develop and extend children's education and thinking.
S2.2 Promote secure attachments with children.
S2.3 Support children's group learning and socialisation.
S2.9 Model and promote positive behaviours expected of children.
S2.10 Support children to manage their own behaviour in relation to others.
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.
S5.4 Work collaboratively with other professionals to meet the needs of children and enable them to progress.

Professional discussion

The purpose of the professional discussion is to ensure that any skills that were not evidenced during the observation can be assessed. It will only be conducted when skills that were expected to be seen within the structured observation have not been observed at all. It will act as evidence that you are aware and able to reflect on a planned activity that did not entirely go to plan, as well as allow you the opportunity to demonstrate your understanding of how you could have performed a skill that you missed the opportunity to perform or evidence during the observation. As such, it is not a mandatory part of the observation. The professional discussion for each observation should only be used where there was no evidence for a particular skill, not to bolster a poor performance of a skill.

When you are being asked questions during the professional discussion, it is important that you answer the questions accurately, and on the topic. This is to allow your provider-appointed assessor to make a judgement as to whether you have enough knowledge to explain the process, reason and outcome of applying the criteria / skill in a real-life situation.

The exact areas / skills to be addressed during the professional discussion are left up to the provider-appointed assessor (having chosen only those skills that were not seen during each observation). The professional discussion will not account for any extra marks for skills already observed. The marks given will be given only for skills that have not been observed.

The professional discussion will take place in a quiet and private space within the premises of the industry placement and should take place within an hour after completing the observation. You will be given a 20-minute break between the observation and the professional discussion beginning.

Marking

Your provider-appointed assessor will review your Observation Planning Form in advance of the observation and identify points when they might expect to see the different skills you are being assessed on during each structured observation. They will complete the Observation of Skills Recording Form, scoring and notating each skill individually.

If skills are not observed within the observation, you and your provider-appointed assessor will have a professional discussion. You will be asked questions around any skills that were not observed. Your provider-appointed assessor will mark and notate the Professional Discussion Form during the professional discussion. You will be given an overall mark for each structured observation after there has been an opportunity to assess all the skills relevant to each one.

Each skill will be awarded 0 to 3 marks after being assessed against grade descriptors and assessment justification criteria. The total marks available for all three structured observations is 72 marks (24 skills, up to 3 marks each).

The marks available for each individual observation are:

- structured observation 1: 7 skills assessed, 21 marks
- structured observation 2: 7 skills assessed, 21 marks
- structured observation 3: 10 skills assessed, 30 marks.

Observation Planning Form

Student name		T Level Technical Qualification in Education and Early Years (Level 3) (610/5748/4)	
Assessor name		Provider	Employer
Planned activity (include age of child / children)		Skills expected to be covered	
Student signature		Date	
Assessor signature		Date	

You will need at least two copies of each of your plans. One copy is to be given to your provider-appointed assessor before the observation and the other is for you.

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.	26 March 2026	30 April 2026

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