



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

Employer set project (ESP)

Assisting Teaching / Early Years Educator

Project Brief – task 1

T Level Technical Qualification in Education and Early Years Employer set project (ESP)

Project Brief

Task 1 – planning

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About the employer set project (ESP)

Introduction

The purpose of the employer set project (ESP) is to ensure that you have the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to a specific scenario and set of tasks. The scenario and tasks are contextualised around an occupational area and chosen by you ahead of the assessment window.

To achieve the assessment objectives (AOs) for the ESP, you will demonstrate the following core skills (CS), which are embedded within the set tasks:

- **CS1:** Communicate information clearly to engage children and young people
- **CS2:** Work with others to plan and provide activities to meet children and young people's needs
- **CS3:** Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities
- **CS4:** Assess and manage risks to own and others' safety when planning activities.

Aims

Having selected an appropriate contextualised version of the ESP with your tutor, you will:

- plan and complete tasks within the ESP
- review and reflect on how you have approached the tasks in relation to meeting the brief
- use appropriate English, mathematics and digital skills:
 - use mathematical competencies in relation to observations and assessment
 - use written communication skills to submit an extended piece of writing, using the correct terminology and accurate spelling, punctuation and grammar
 - demonstrate how to use appropriate verbal communication skills and present information to an appropriate audience
 - use digital skills to demonstrate how to accurately record and track the attainment of a child or young person as well as the design of learning activities.

Your tutor will already have:

- guided you to select an appropriate contextualised version of the ESP for the assessment
- taught you appropriate referencing and academic writing skills.

Your tutor will supervise you when completing this assessment but will not be able to give you further guidance or feedback.

Your tutor will inform you of the following relevant health and safety considerations.

- All students **must** be informed and 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, the student may be removed from the assessment and the remaining time will be rescheduled.

Assessment

- You are **not** permitted to work in groups, with the exception of the discussion element of task 2 (b), and all work must be your own.
- You will have **15 hours and 45 minutes** to complete the ESP; recommended and maximum timings, where applicable, are provided for each task.

Assessment objectives (AOs)

The ESP is a formal assessment that accounts for 40% of the overall core component grade; therefore, it is important that you produce work to the highest standard.

- You will be assessed against the core knowledge and skills that you have learnt throughout your course of study, in response to a scenario set in a real-world situation and validated by employers within the specific specialism.
- The evidence generated for the ESP will be assessed holistically against five integrated AOs. These AOs and their weightings are shown in the tables below:

Assessment objective (AO)		AO weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills to meet developmental needs	53.33%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

The marks allocated to each task by AO are shown in the table below:

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1 (a) (Early support plan (EYE) or intervention plan (AT))	4	8	4			16
Task 1 (b) (Activity plan)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2 (a) is not marked						
Task 2 (b) is not marked						
Task 2 (c) (Reflection upon peer feedback)		6			3	9
Task 3						
Task 3 (a) is not marked						
Task 3 (b) (Presentation and tutor questions)	1	12	2		1	16
Digital skills				2		2
Task 4						
Task 4 (Reflective account)		7			5	12
Total marks	9	48	12	12	9	90

Guidance for students

Student instructions

- Read Project Brief – task 1 carefully before starting your work.
- The AO grid above shows you how marks are allocated for each of the tasks you will undertake.
- You **must** work independently and make your own decisions as to how to approach the tasks within the ESP.
- You are permitted to bring in and use your own research notes, carried out in response to the preliminary research activity, to the supervised sessions. These research notes will have been checked for suitability by your tutor.
- 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.
- You **must not** work on the assessment in between supervised sessions.

Student information

- The ESP will assess your knowledge, understanding and skills from across the core content of the qualification.
- In order to achieve a grade for the core component, you **must** attempt the external examination and the ESP.
- The combined marks from these assessments will be aggregated to form the overall core component grade (A* to E and U) – if you do not attempt one of the assessments or fail to reach the minimum standard across all assessments, you will receive a U grade.
- The maximum time you will have to complete all tasks for the ESP is 15 hours and 45 minutes:
 - your tutor will explain how this time is broken down per task and will confirm with you if individual tasks need to be completed across multiple sessions
 - at the end of each supervised session, your tutor will collect all ESP 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 task.
- Task 1 as a whole is assessed out of a total of 51 marks – the individual task marks are also shown throughout the Project Brief at the start of each task.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment task being awarded a U grade. For further information, refer to the Plagiarism in Assessment guidance located on the Joint Council for Qualifications (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 on 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 task 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 tasks 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.

Timing

You have 5 hours to complete task 1 (a) and task 1 (b).

Each task has the following number of hours:

Task 1 (a) – 2 hours and 30 minutes

Task 1 (b) – 2 hours and 30 minutes

Individual tasks **must** be completed within the timescales stated for each task, but it is up to you how long you spend on each part of the task; therefore, be careful to manage your time appropriately.

Marks available

Task 1 (a): 16 marks

Task 1 (b): 25 marks

+ 4 marks for English, 2 marks for mathematics and 4 marks for digital skills (across both tasks)

Total marks: 51

Details on the marks available are provided in each task.

Task 1 (a): early support plan (EYE) or intervention plan (AT)

Time limit

2 hours and 30 minutes.

Task 1 (a) must be completed within the time limit, to include reading the scenario and control documents 1 and 2.

[16 marks]

Plus 4 marks for English
Plus 2 marks for mathematics
Plus 4 marks for digital skills
[10 marks in total – across both tasks]

Task-specific student instructions

Using the information provided in the relevant (EYE / AT) scenario and control documents 1 and 2, you **must**:

- create either an early support plan (EYE) or intervention plan (AT) that you would use to meet the developmental needs of the child
- make reference to your research findings in your plan.

Your finalised plan should be completed and submitted using pro-forma A (early support plan (EYE) or intervention plan (AT)), which will be supplied to you by your tutor.

English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with an excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- pro-forma A (early support plan (EYE) or intervention plan (AT))
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed early support (EYE) or intervention plan (AT) using supplied pro-forma A.

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

Task 1 (b): activity plan

Time limit

2 hours and 30 minutes.

All parts of task 1 (b) must be completed within the time limit.

[25 marks]

Plus 4 marks for English
Plus 2 marks for mathematics
Plus 4 marks for digital skills
[10 marks in total – across both tasks]

Task-specific student instructions

- You must create an activity plan that you would use to support the child.
- You should use the information provided in the scenario and the control documents 1 and 2 to complete your activity plan.

You should include an explanation of how the planned activity:

- links to the wider curriculum and the child's development
- is underpinned by benchmark outcomes, teaching and learning strategies and / or educational theory, concepts and pedagogy
- includes effective use of communication with the child and others
- supports opportunities for observation and assessment
- identifies any hazards, risks and controls.

The use of effective pedagogy informed by national assessments and benchmark outcomes

English, mathematics and digital skills

- Your work should demonstrate excellent use of Level 2 English throughout, conveying meaning clearly and concisely, using appropriate tone in the context of the setting with excellent use of terminology.
- Your work should demonstrate highly effective processing / analysis of the assessment data given to you in the scenario and control documents.
- Your work should demonstrate effective use of digital technology to present information in a clear and accessible manner.

Additional information

For this task, you will have access to:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- pro-forma B (activity plan)
- your research notes (four pages only)
- a computer and relevant software.

Please note:

- spelling and grammar checks **must** be disabled
- access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed.

Evidence required for submission to NCFE

The following evidence **must** be submitted:

- a completed activity plan (using supplied pro-forma B).

The following filename conventions must be used for all materials produced:

(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per task)

Note: please request your provider and student number from your tutor.

Document information

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Change history record

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