

# T Level Technical Qualification in Education and Early Years

**Employer-set project (ESP)**  
**Early Years Educator**

Pro-formas

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

Internal reference: EAC-0003-02

## Task 1 – Planning

The following forms are for use in Task 1.

- **1a** Early Support 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.

SAMPLE

## Task 1a – Early Support Plan

Copy this template to complete your early support plan

<b>Child name</b>		<b>Child's strengths and interests</b>		
<b>Child Age</b>		<b>Child's developmental needs</b>		
<b>Setting</b>				
<b>Area of development</b>	<b>Support strategies (your role/partnerships/communication)</b>	<b>Appropriate resources</b>	<b>Links to educational theory/concepts/pedagogy</b>	<b>Intended Outcomes</b>
<b>How progress will be monitored</b>				

## Task 1b – Activity Plan

Copy this template to complete your Activity plan

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

## 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.

SAMPLE

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

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

<b>Student name:</b>	
<b>Activity plan:</b>	
<b>Date:</b>	

State <b>one</b> aspect of the student's activity plan that you thought would work well and why.
Prepare <b>one</b> question to ask about the student's activity plan. Your question should be about how and why they have designed the plan the way it is.
Provide <b>one</b> 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.

<b>Student number:</b>	<b>Provider number:</b>
<b>Student name:</b>	<b>Tutor name:</b>
<b>Student signature:</b>	<b>Tutor signature:</b>

## 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.

In preparation for Task 2b, consider which peer feedback will you act on and why?  
Which peer feedback will you not use and why?

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SAMPLE



### **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/early support 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 George'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. However, you should consider the recommended word count stated for this Task as well as 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.

SAMPLE

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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	Additional Pro Forma for Task 1 following provider feedback		March 2021
v3.3	NCFE rebrand.		September 2021
v4.0	Annual review 2023: Name changed to Education and Early Years Clarity of instructions for tasks	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	15 November 2023