

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Early Years Educator

All assignments

Provider guide

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Early Years Educator

Provider guide

All assignments

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About this document

This guidance has been produced in order to support with the delivery of the T Level in Education and Childcare Early Years Educator occupational specialism. In particular, with the elements of the course where tutors have requested additional support during the first full series of the specifications. It is not intended to replace the specification documents but should be used in conjunction with them.

This document addresses all assessments for the Early Years Educator occupational specialism.

Past Paper

Introduction

The aim of the assessments is for students to have the opportunity to use their knowledge gained from the specialist components to demonstrate the knowledge and skills they have gained. The assessment methods vary across the assessments to allow students to express their knowledge and skills gained in a valid and reliable way and for them to be able to demonstrate threshold competency.

NCFE provides instructions for each of the assessments and providers should follow them. Providers must purchase essential resources prior to the assessments taking place. A full equipment list can be found in the qualification specification.

General information

The occupational specialism (OS) assessments are a set of synoptic assessments which are either externally set and externally marked, or externally set, internally marked and externally moderated.

The term 'synoptic assessment' refers to the combination of the 3 assignments in this OS component.

The term 'assessment' is used in the same way as 'assignment' but will often refer to specific properties of the assignment.

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

Plagiarism

Plagiarism may result in the external assessment task being awarded a U grade.

For further guidance, refer to the student handbook, plagiarism in external assessment and the maladministration and malpractice policy located on the NCFE website.

Access arrangements

Access arrangements enable students with special educational needs, disabilities, or temporary injuries to take our exams and assessments. Any of the listed tasks may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability.

It is important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; in most cases extra time (which should be applied for) or a change of recording mode (for example changing to handwritten submissions) are appropriate modifications.

We can make arrangements for disabled students and those with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed with us before the assessment by using our online application service. All access requests will be considered individually, and your application should outline what the student can do and how the activities will be adapted in order to meet the assessment criteria.

Adapted activities will not be accepted for assessment unless approved by NCFE.

Providers can apply online on the NCFE website.

Malpractice/maladministration

Students **must not** share the details of the assessment or details of their ongoing assessment evidence with peers in their or other providers once completed or during the completion of assessments within the set assessment windows. Provider staff should regularly remind their students about potential repercussions of breaches of security by referring to the NCFE guidance and regulations available on our website.

If at any time during an assessment there is a violation of these regulations, the designated person has the right to stop the assessment immediately; this decision must only be made in exceptional circumstances where malpractice is irrefutable. Once stopped, no allowance can be given retrospectively if the decision is deemed invalid.

If malpractice occurs during an assessment, providers should inform NCFE immediately with a report of what occurred – please see the notification if malpractice form available on our website.

If any of the regulations are breached by a student or other persons involved in the conduct of the assessment, then NCFE may declare the assessment void.

In the event of a suspected or actual breach of these regulations by students:

- the work completed by the students concerned and any unauthorised materials (if applicable) must be confiscated from the students and given to the relevant persons as noted in the guidance and regulations document
- all students suspected of breaching these regulations should be instructed to leave the supervised/assessment environment immediately, if appropriate to do so, causing the least amount of disruption to other students
- NCFE should be informed immediately of any irregularity via a phone call or email
- the provider should conduct its own investigation into the incident and report the incident and their findings to us using the NCFE notification of malpractice document on our website

NCFE reserves the right to investigate each case of alleged or actual malpractice/maladministration committed by a student, provider or other persons involved in the conduct of the assessment in order to establish all of the facts and circumstances surrounding the case. The investigation will be carried out in accordance with NCFE's maladministration and malpractice policy.

About this assessment

The Early Years Educator OS is assessed synoptically with a suite of 3 assignments. The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs and/or tasks. This will allow the student to demonstrate that they have met a level of threshold competence across the performance outcomes (POs) of the OS.

The assessment methods vary across the assignments to allow students to demonstrate the knowledge and skills they have acquired throughout their learning and experience.

The assessments validly and reliably allow the student to be able to demonstrate, at the end of the qualification, the threshold competency gained in order to progress into employment or into higher education.

NCFE provides instructions for each of the assessments, and these must be followed by T Level providers.

Essential resources for each assessment, where applicable, must be purchased by the provider prior to the assessments taking place. The resources required for each assessment will be taken from the exemplar/broader range of resource requirements outlined in the qualification specification however, attention should be given to any particular resource specific requirement within this document.

The synoptic assessment for this OS is graded pass, merit or distinction, and the final grade will contribute 60% of the overall technical qualification grade, so it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally authentic to the roles that they may take on in future employment.

What is threshold competence?

'Threshold competence' is defined as a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the technical qualification in a college-based setting with a substantial industry placement
- signifies that a student has achieved the level for a pass in relation to the relevant OS component

What is synoptic assessment?

A synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the technical area, relevant to the tasks.

Synoptic assessment is integral to high quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

The assignments and tasks in this assessment are designed to be synoptic in a way that is as occupationally realistic as possible.

What will students be assessed on?

Students will be assessed against the following set of performance outcomes (POs) that describe what the student should be able to do:

| Early Years Education and Childcare POs | |
|---|--|
| PO1 | Support and promote children's play, development and early education |
| PO2 | Develop relationships with children to facilitate their development |
| PO3 | Plan, provide and review care, play and educational opportunities to enable children to progress |
| PO4 | Safeguard and promote the health, safety and wellbeing of children |
| PO5 | Work in partnership with colleagues, parents, carers and other professionals to support children's development |

Assessment structure

The following synoptic assessment, comprised of 3 assignments, has been designed to test to what extent a student can meet the skills and underpinning knowledge required to achieve threshold competence as an Early Years Educator.

The technical qualification (TQ) will comprise of the following assessments, which will assess the knowledge and skills gained from the occupational specialist component:

| | Sub-component | Assessment time | % weighting | Raw marks | Assessment conditions | Marking |
|-----------------------------------|--|---|-------------|-------------|---|--|
| Occupational specialistism | Assignment 1: planning educational activities for individual needs | 4 hours | 25% | 160 | Supervised | External |
| | Assignment 2 Part 2: structured observations of skills on the industry placement | N/A | 50% | 102 | Observation | Internally marked and externally moderated |
| | Assignment 3: observation and assessment of children | 3 hours 45 minutes | 25% | 98 | Part 1A – observation Part 1B – supervised Part 2 - invigilated | External (industry placement observation part 1A – task 1) |
| | Component total | 7 hours 45 minutes (plus time taken to complete Assignment 2)- | 100% | 360* | | |

*The raw marks will be scaled to ensure that the intended weightings of each assignment are met. The scaling factors for each assignment can be found in the Qualification Specification.

The guidance below explains the nature of this assessment and should be used alongside the general guidance provided in this document, the qualification specification and live assessment materials (once available).

The synoptic assessment consists of 3 assignments covering the following areas:

1. Planning educational activities for individual needs
2. Structured observations of skills on the industry placement
3. Observation and assessment of children in settings.

Assignments are broken down into tasks where necessary. The assignments, tasks, and further guidance (within this document) are for students and tutors to show how the assignments are expected to be delivered.

Evidence produced by students for the assignments will be sent to NCFE for marking or moderation where applicable. Assessment judgements, including overall judgement of the performance required at each of the grade boundaries, will be made by NCFE and results released to the provider at the appropriate time.

This assessment consists of:

- assignment 1: planning educational activities for individual needs (4 hours)
- assignment 2 – part 2: structured observations of skills on the industry placement
- assignment 3: observation and assessment of children in settings (3 hours 45 minutes)
 - part 1A – task 1: expected 45 minutes
 - part 1B – tasks 2a and 2b: 1 hour
 - part 2: 2 hours

This synoptic assessment must be completed for a student to achieve the T Level Technical Qualification in Education and Childcare with the Early Years Educator occupational specialism (OS).

Assignments 1, 2 and 3 are designed to assess student's knowledge, understanding, and skills in an occupationally authentic and practical context across the performance outcomes (POs) of this technical qualification (TQ) and contributes to the student's overall grade.

Marks

Marks available for each assignment are detailed below.

| Assignment | | Marks* | Weightings (%)** |
|--------------|---|------------|------------------|
| 1 | Planning educational activities for individual needs | 160 | 25 |
| 2 Part 2 | Structured observations of skills on the industry placement | 102 | 50 |
| 3 | Observation and assessment of children in settings | 98 | 25 |
| Total | | 360 | 100% |

*The raw marks will be scaled to ensure that the intended weightings of each assignment are met. The scaling factors for each assignment can be found in the qualification specification.

**The weightings shown represent the weighted value of each assignment and are not a reflection of the number of marks per assignment as a percentage of the total marks available.

Assessment timings

Assessment delivery guidance can be found for each assignment in the assignment and task specific guidance section.

Assessment windows and dates

Assignment 2 Part 1 consists of a series of direct observations of skills which will take place on the student's industry placement. To allow providers to plan for this, and to allow NCFE to arrange visiting moderation, Assignment 2 Part 1 will be available to the provider from the start of delivery.

A submission deadline for the evidence for Assignment 2 Part 1 will be set for each academic year to allow NCFE to carry out moderation and awarding before the release of results in August of that year.

Assignment 1 and Assignment 3 Part 1 will be released on a particular date each year for delivery over a window. These dates will be set to allow providers time to plan the delivery of the assignments. Evidence for Assignments 1 and 3 Part 1 must be returned to NCFE for marking after completion.

Assignment 3 Part 2 will be sat on a date and time set by NCFE. All students must sit the assignment on this date at the same time. Evidence for Assignment 3 Part 2 must be returned to NCFE for marking after completion.

All evidence created, generated and recorded for these assignments, including that generated during the industry placement, is subject to data protection rules, and information should be anonymised to protect the rights of individuals where relevant.

All assignments are **unseen**. All assessment materials or knowledge of any assessment materials should not be provided to the student until the specified day and start time of each assessment.

Assessment conditions

The Early Years Educator OS consists of 3 separate assignments.

The assignments are set by NCFE and administered by you, the provider, and externally marked by NCFE examiners (unless stated otherwise).

The assignments will be released to providers for planning, preparation and set up only, in advance of the windows and not for teaching and learning purposes, or to be given to the students to prepare:

- assignment 1 will be delivered within a set 1-week window, specified by NCFE
 - this assessment is externally marked
 - evidence for assignment 1 must be returned to NCFE for marking after completion
- assignment 2 will be delivered within a set 3-month window, specified by NCFE
 - this assessment is internally marked and externally moderated
- assignment 3 will be delivered within a set 7-week window, specified by NCFE
 - this assessment is externally marked, with an industry placement observation
 - evidence for assignment 3 must be returned to NCFE for marking after completion

Assessment conditions guidance can be found for each assignment in the assignment and task specific guidance section.

Students must complete the OS assessments independently and under specified conditions, as per the guidance within the assignment and task specific instructions section.

Students and tutors are required to sign one declaration of authenticity to confirm that the work is their/the student's own. A single declaration form is sufficient for the whole project. The declaration forms can be found at 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 be aware that by signing the declaration, they are validating it is the student's own work.

Where appropriate, 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.

Students will be asked not to share the details of the assessment with peers at their own or with other providers. Inevitably there may be some advantage to students who take the assessment at the end of the assessment window, but this is considered to be minimal given the narrow window. Staff and students will be regularly reminded about potential repercussions of breaches of security as per the NCFE Regulations for the Conduct of External Assessment.

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.

Students are not allowed to bring any prepared materials into the supervised sessions unless otherwise stated in the assessment specific instructions. This **must** be monitored by providers.

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

Students are not allowed access to any online cloud storage or email and chat services during the assessment, this should be monitored by the providers.

NCFE recognises that some providers deliver to very large cohorts, in such cases staff and physical resources will similarly have been scaled up during teaching and learning to cope with a large cohort. On balance, we consider this option to be both sensible in terms of security of assessment and manageable for providers.

Digitally produced work, such as audio recordings, need to be securely stored using a file naming convention framework including provider name, provider number, student name, student number, assignment number and task number.

Plagiarism

Plagiarism may result in the external assessment task being awarded a U grade. For further guidance, refer to the maladministration page on the NCFE website.

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

Assessment delivery

Assessment delivery guidance can be found for each assignment in the assignment and task specific guidance section.

Resources and equipment

The resources required for each assessment will be available in the specific guidance for each assignment in this document. These requirements will be in line with the resources specified in the qualification specification and as such, students should be familiar with these as they should be used during the delivery of the qualification.

General

Please note that throughout the assignments the term **‘student’** refers to the learner undertaking the technical qualification and the term **‘child/children and young people’** refers to the learners the student works with within the industry placement.

Assignment 1: planning educational activities for individual needs

There is 1 task in this assessment.

Timing

4 hours

Marks available

The maximum number of marks available for this assignment is 160 marks.

Task 1

Timings

4 hours

Marks available

The maximum number of marks available for this task is 160.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task. Centres may provide additional equipment not listed below to allow the student to complete the assessment task:

- access to the following resources:
 - Department for Education (DfE) – Statutory Framework for the Early Years Foundation Stage (EYFS) (2017) (2021)
 - Development Matters in the Early Years Foundation Stage (EYFS) (2012) (2021)
 - Birth to 5 Matters (2021).

Assessment conditions

Students must complete this task independently and under supervised conditions. The student **must not** have access to the internet or must not bring anything into the supervised environment.

At the end of the time limit for this task, the tutor must collect all evidence and any other materials before students leave the room to ensure that no student takes any external assessment material or assessment evidence out of the room.

Students must ensure that all materials can be identified as their own work.

Students must:

- remain at their desk for the duration of the assessment, with all materials made available
- work in silence and ask permission discreetly to leave the room for essential comfort activities only, keeping distraction of other students to a minimum

- only leave the assessment room individually during the assignment

Evidence requirements

- **two** educational activity plans

Assessment delivery guidance

Preliminary material

The preliminary material will be sent to providers ahead of the assessment window. Providers can share the preliminary material with their students at any point from 17 April onwards.

Students will use this time to carry out research related to the contents of the preliminary material.

Students are not allowed to bring their research or any other unauthorised materials into the supervised environment.

Planning task

The planning task is completed in supervised conditions over a period of 4 hours during a week-long assessment window. The 1 week assessment window will be specified by NCFE.

Providers must ensure that their entire cohort of students complete the 4 hours for this assignment on the same day.

Providers may schedule supervised rest breaks during the 4 hours. Any rest breaks must be supervised and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment.

Students are required to sign External assessment cover sheet (EACS) - declaration of authenticity forms to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade, if malpractice was to be identified. Providers must also ensure that the students work is authenticated by the Tutor before it is submitted to NCFE for marking. The EACS form is available on the NCFE website.

Providers are not allowed to give any support or guidance to students during the supervised time.

Assignment 2: observation of skills on industry placement

This assignment consists of 2 parts. Part 1 assesses competency against the Early Years Educator full and relevant criteria. Part 2 is a skills test that measures a level of attainment against the Performance Outcomes and contributes to the overall TQ grade.

See the separate Assignment 2 Tutor Guide document for detail on the delivery of both these assessments.

Marks available

The maximum number of marks available for this assignment is 102 marks.

Past Paper

Assignment 3: planning educational activities for individual needs

There are 3 tasks in this assessment.

Timing

3 hours 45 minutes

Marks available

The maximum number of marks available for this assignment is 98 marks.

Part 1A - Task 1

Timings

The length of time taken for Task 1 is not specified, but it is expected to take no longer than 45 minutes in total for all 3 observations, although they do not need to be carried out on the same day.

Marks available

The maximum number of marks available for this task is 16.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task. Centres may provide additional equipment not listed below to allow the student to complete the assessment task:

- access to the observation forms as contained in the assignment paper.

Evidence requirements

- the assignment booklet
- the observations

Assessment delivery guidance

Task 1 of Part 1A of Assignment 3 is to be completed within the industry placement and must be done so unaided by the placement supervisor. Providers must ensure that the student's industry placement understand what is required for this assignment, including the completion of an External assessment cover sheet (EACS) - declaration of authenticity form for Task 1, which must be signed by the student to confirm that the observations carried out as part of Task 1 are all the student's own work. Providers are not expected to be present during Task 1.

For Task 1, the student should complete the observations of a child within their industry placement on 3 separate occasions. After each observation the student must hand in their work to the placement supervisor and it must be stored securely. Providers are responsible for ensuring that they collect student evidence securely from the placement supervisor in advance of Part 1B of this assignment.

Part 1B – Tasks 2a and 2b

Timings

1 hour

Marks available

The maximum number of marks available for this task is 27.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task. Centres may provide additional equipment not listed below to allow the student to complete the assessment task:

- access to the observations carried out in **Part 1A**

Assessment conditions

Students must complete this task independently and under supervised conditions. The student **must not** have access to the internet.

At the end of the time limit for this task, the tutor must collect all evidence and any other materials before students leave the room to ensure that no student takes any external assessment material or assessment evidence out of the room.

Students must ensure that all materials can be identified as their own work.

Students must:

- remain at their desk for the duration of the assessment, with all materials made available
- work in silence and ask permission discreetly to leave the room for essential comfort activities only, keeping distraction of other students to a minimum
- only leave the assessment room individually during the assignment

Evidence requirements

- the assignment booklet
- the booklet and observation evidence generated in **Part 1A**

Assessment delivery guidance

Once the 3 observations have been completed, students must complete Tasks 2a and 2b. Students are allowed 1 hour to complete these tasks in supervised conditions which **must** be completed in one sitting. Tasks 2a and 2b are expected to be conducted by the provider, and therefore can be completed at the provider's location – they do not have to be completed at the industry placement.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

Placement supervisors and providers are not allowed to give any support or guidance to the students during the supervised time.

Students must ensure that all materials can be identified as their own work.

Part 2

Timings

1 hour

Marks available

The maximum number of marks available for this task is 55.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task. Centres may provide additional equipment not listed below to allow the student to complete the assessment task:

- access to the question paper insert provided by NCFE
- Department for Education (DfE) – Statutory framework for the Early Years Foundation Stage (EYFS) (2017) (2021)
- Development Matters in the Early Years Foundation Stage (EYFS) (2012) (2021)
- Birth to 5 Matters (2021).

Assessment conditions

Part 2 is completed under invigilated conditions on a date and time set by NCFE. It is 2 hours in length and all students must sit the assignment on this date at the same time.

Students **must not** have access to the internet and may not bring anything into the invigilated environment.

Evidence requirements

- completed question paper

Assessment delivery guidance

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the Regulations for the Conduct of External Assessment and Qualification Specific Instructions for Delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

Appendices: assignment coverage tables

Appendix 1: assignment 1 – planning educational activities for individual needs

PO1

K1.1 The expected patterns of children's development from birth to 7 years.

K1.2 How a range of biological and environmental factors may impact on children's learning and development.

K1.3 How the following areas of development can impact on children's holistic development within play and early education:

- speech, language and communication
- personal, social and emotional development
- physical development
- cognitive development.

K1.4 How children develop speech and language and the differences between the two.

K1.5 The expected stages of language acquisition and how a range of biological and environmental factors can affect the speed of acquisition.

K1.6 How daily exposure to stories and rhymes supports development of communication and vocabulary.

K1.7 The potential effects and long-term impact on a child's holistic development if atypical development is not recognised and why practitioners must recognise atypical development as early as possible.

K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum requirements.

K1.9 The links between the Early Years Foundation Stage and Key Stage 1 National Curriculum including what information is shared with Key Stage 1 Teachers.

K1.10 The purpose of a range of pedagogical strategies to support children's development of early literacy and the purpose of systematic synthetic phonics to support the teaching of reading.

K1.11 The purpose of a range of strategies to support children's early writing skills.

K1.12 How daily routines, games, rhymes and stories can be used to support children's development learning and mathematical understanding.

K1.13 The purpose of a range of strategies to promote mathematical thinking and approaches that encourage early reasoning.

K1.14 The purpose of number sense and expected stages in the development of number sense.

K1.15 Stages and types of play, activities associated with different types of play and how they promote children's development and sense of agency.

K1.16 The resources and equipment needed to support children's play and education, both indoors and outdoors.

K1.17 The difference between adult-led and child-initiated play and how adults can lead and promote play.

K1.18 The benefits of adult-led and child-initiated play and how to offer an appropriate balance.

K1.19 How learning outside of the setting positively enhances children's education and development and where this may take place.

K1.20 The distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments.

S1.21 Apply pedagogical strategies to plan and lead/facilitate educational activities, which include play, in line with the development areas of the early education curriculum requirements.

S1.22 Support the development of non-cognitive skills.

S1.23 Develop and extend children's education and thinking.

S1.24 Select resources and equipment that:

- support children's holistic development
- relate to children's individual needs and interests
- are age and stage appropriate.

S1.25 Support and promote children's speech, language and communication development in a range of ways.

S1.26 Promote equality of opportunity and anti-discriminatory practice.

S1.29 Implement a range of pedagogical strategies to support children's early literacy skills.

S1.32 Analyse and evaluate the key aspects of the theoretical and philosophical approaches that relate to current play provision.

S1.34 Facilitate care, education and outside of the setting.

S1.35 Support children to appreciate the natural environment.

PO2

K2.1 Different forms of attachment that children develop and analyse and evaluate key aspects of attachment theories related to current practice and the key person.

K2.3 The potential positive and negative effects of transitions and significant events on children's relationships and holistic development.

K2.4 Typical behaviours for age and stage of development.

K2.5 Implications of a range of behavioural signs and approaches to their management.

K2.6 The concept of self-regulation in children, the stages of self-regulation and how self-regulation supports children's development.

K2.7 Factors affecting children's behaviour.

K2.9 How a range of factors can affect children's self-concept.

K2.10 Effective practice to develop self-efficacy in children.

S2.13 Support children's group learning and socialisation.

S2.14 Apply strategies to prepare and support children through transitions and significant life events.

S2.15 Apply strategies to alleviate separation anxiety.

S2.16 Apply strategies to support children's self-regulation.

S2.19 Model and promote positive behaviours expected of children.

S2.20 Support children to manage their own behaviour in relation to others.

S2.21 Support children to develop a positive self-concept.

PO3

K3.1 How well-considered planning and provision supports children's educational and developmental progress.

K3.2 The purpose of observation, assessment and planning and different approaches towards the assessment of children and planning.

K3.3 A range of developmental indicators that may suggest a child is in need of additional support.

K3.4 Different types of assessment types and their purpose.

S3.6 Identify the needs, interest and stages of development of individual children.

S3.7 plan educational opportunities that:

- enable children to progress
- prepare children for the next stage of their education
- fully reflect the stage of development, individual needs and circumstances of children, including those with additional needs.

S3.11 apply assessment techniques to make assessments within the current early education curriculum framework.

PO4

K4.1 The key principles of safeguarding.

K4.4 How health and wellbeing supports babies and children's resilience, curiosity and independence, brain development, play and learning experiences and holistic development.

K4.6 How meeting basic care needs impacts on children's self-actualisation and how practitioners provide physical care.

K4.7 How a range of strategies support children to develop self-care skills and the impact of self-care skills on children's health, safety and wellbeing.

K4.8 How sleep and rest enhances babies and children's holistic development and current guidance for sleep requirements and safe sleeping procedures.

K4.9 Balanced diets for babies and children and how oral health can be promoted.

K4.11 How illnesses and infections are spread and effective practice to prevent and control infection.

S4.13 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.

S4.14 Follow the safeguarding policies and procedures of the settings.

S4.15 Carry out a risk assessment and effectively manage risk in line with policies and procedures.

S4.18 Recognise (and act) when there are causes of concern regarding a child's safety and wellbeing.

S4.19 Apply strategies to support children to make and maintain friendships.

S4.20 Plan a range of care routines for children.

S4.22 Promote healthy lifestyles.

S4.24 Undertake tasks to ensure the prevention and control of infection.

PO5

K5.1 The legal rights and responsibilities of parents and carers.

K5.2 How a range of family contexts may impact on parenting.

K5.3 The roles and responsibilities of external agencies involved in early years settings.

K5.4 The purpose and benefits of working with other professionals and the circumstances in which this would be appropriate and relevant.

S5.6 Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, education and development.

S5.7 Encourage parents and carers to take an active role in the child's play, education and development.

S5.8 Signpost appropriate resources and sources of support to parents and carers.

S5.9 Work collaboratively with colleagues (and other professionals) to meet the needs of babies and children and enable them to progress.

S5.11 Deliver education, health and care plans and strategies in consultation with the children's families, colleagues and external services.

Appendix 2: assignment 2 – observation of skills on industry placement

PO1

S1.23 Develop and extend children's education and thinking.

S1.25 Support and promote children's speech, language and communication development in a range of ways.

S1.26 Promote equality of opportunity and anti-discriminatory practice.

S1.30 Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children's mathematical understanding.

S1.31 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.

PO2

S2.12 Promote secure attachments with children.

S2.13 Support children's group learning and socialisation.

S2.17 Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.

S2.19 Model and promote positive behaviours expected of children.

S2.20 Support children to manage their own behaviour in relation to others.

PO3

S3.7 Plan educational opportunities that:

- enable children to progress
- prepare children for the next stage of their education
- fully reflect the stage of development, individual needs and circumstances of children, including those with additional needs.

S3.8 Provide and lead care, educational experiences, environments and purposeful play opportunities in accordance with plans.

PO4

S4.13 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.

S4.20 Plan a range of care routines for children.

S4.21 Carry out a range of care routines.

S4.24 Undertake tasks to ensure the prevention and control of infection.

PO5

S5.9 Work collaboratively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.

S5.10 Discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers.

S5.11 Deliver education, health and care plans and strategies in consultation with the children's families, colleagues and external services.

Appendix 3: assignment 3 – observation and assessment of children in settings

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| <p>Part 1A</p> <p>Task 1</p> | <p>PO1</p> <p>K1.1 The expected patterns of children’s development from birth to 7 years.</p> <p>K1.7 (The potential effects and long-term impact on a child’s holistic development if atypical development is not recognised and) why practitioners must recognise atypical development as early as possible.</p> <p>K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum.</p> <p>S1.31 Use observational assessments to identify children’s mathematical skills (and foster these skills through play and structured opportunities).</p> <p>PO2</p> <p>K2.4 Typical behaviours for age and stage of development.</p> <p>K2.6 The concept of self-regulation in children, the stages of self-regulation (and how self-regulation supports children’s development).</p> <p>K2.7 Factors affecting children’s behaviour.</p> <p>K2.9 How a range of factors can affect children’s self-concept.</p> <p>PO3</p> <p>K3.2 The purpose of observation, (assessment and planning) and different approaches towards the assessment of children (and planning).</p> <p>K3.3 A range of developmental indicators that may suggest a child is in need of additional support.</p> <p>S3.6 Identify the needs, interest and stages of development of individual children.</p> <p>S3.9 Recognise (and act) when there are causes for concern regarding a child’s development.</p> <p>S3.10 Use formal and informal monitoring and observation techniques.</p> <p>S3.12 Carry out and record observational assessments (and draw conclusions from them).</p> <p>S3.13 Assess babies and young children’s:</p> <ul style="list-style-type: none"> • physical development • language development • emotional and social development • cognition including the acquisition of concepts. <p>PO4</p> <p>K4.5 Factors that contribute to children’s wellbeing and the signs that indicate a child needs</p> |
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| | <p>support.</p> <p>K4.10 The signs and symptoms of a range of common illnesses/infections including the signs that require immediate medical attention.</p> <p>S4.18 Recognise when there are causes of concern regarding a child's safety and wellbeing.</p> |
| Part 1B Task 2 (a) | <p>PO3</p> <p>S3.10 Use formal and informal monitoring and observation techniques.</p> <p>S3.16 Use the reflective cycle to evaluate own strengths and weaknesses and others' practice.</p> |
| Task 2 (b) | <p>PO3</p> <p>S3.17 Engage in continuing professional development, adopt good practice observed in others.</p> |
| Part 2 Task 1(a) | <p>PO3</p> <p>K3.2 The purpose of observation, (assessment and planning) and different approaches towards the assessment of children (and planning).</p> |
| Task 1(b) | <p>PO3</p> <p>K3.2 The purpose of observation, (assessment and planning) and different approaches towards the assessment of children (and planning).</p> |
| Task 2 | <p>PO1</p> <p>K1.1 The expected patterns of children's development from birth to 7 years.</p> <p>K1.7 The potential effects and long-term impact on a child's holistic development if atypical development is not recognised and why practitioners must recognise atypical development as early as possible.</p> <p>K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum requirements.</p> <p>S1.31 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.</p> <p>PO2</p> <p>K2.4 Typical behaviours for age and stage of development.</p> <p>K2.6 The concept of self-regulation in children, the stages of self-regulation.</p> <p>K2.7 Factors affecting children's behaviour.</p> <p>K2.9 How a range of factors can affect children's self-concept.</p> <p>PO3</p> <p>K3.3 A range of developmental indicators that may suggest a child is in need of additional support.</p> <p>S3.6 Identify the needs, interest and stages of development of individual children.</p> |

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| | <p>S3.9 Recognise and act when there are causes for concern regarding a child's development.</p> <p>S3.11 Apply assessment techniques to make assessments within the current early education curriculum framework.</p> <p>S3.12 Draw conclusions from observational assessments.</p> <p>S3.13 Assess babies and young children's development.</p> <p>S3.14 Make use of formative and summative assessment to inform next steps and shape educational opportunities.</p> <p>PO4</p> <p>K4.5 Factors that contribute to children's wellbeing and the signs that indicate a child needs support.</p> <p>K4.10 The signs and symptoms of a range of common illnesses/infections including the signs that require immediate medical attention.</p> <p>S4.18 Recognise and act when there are causes of concern regarding a child's safety and wellbeing.</p> |
| Task 3 | <p>PO1</p> <p>K1.1 The expected patterns of children's development from birth to 7 years.</p> <p>K1.8 The current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum requirements.</p> <p>K1.3 How the following areas of development can impact on children's holistic development within play and early education:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • cognitive development. <p>S1.31 Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.</p> <p>PO2</p> <p>K2.4 Typical behaviours for age and stage of development.</p> <p>K2.7 Factors affecting children's behaviour.</p> <p>K2.9 How a range of factors can affect children's self-concept.</p> <p>PO3</p> <p>K3.1 How well-considered planning and provision supports children's educational and developmental progress.</p> <p>K3.2 The purpose of observation, assessment and planning and different approaches towards the assessment of children and planning.</p> <p>K3.3 A range of developmental indicators that may suggest a child is in need of additional</p> |

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| | <p>support.</p> <p>K3.4 Different types of assessment types and their purpose.</p> <p>S3.6 Identify the needs, interest and stages of development of individual children.</p> <p>S3.9 Recognise and act when there are causes for concern regarding a child's development.</p> <p>S3.13 Assess babies and young children's:</p> <ul style="list-style-type: none"> • physical development • language development • emotional and social development • cognition including the acquisition of concepts. <p>S3.14 Make use of formative and summative assessment to inform next steps and shape educational opportunities.</p> <p>S3.15 Reflect on the effectiveness of the planned educational experiences/activities and play opportunities.</p> <p>S3.16 Use the reflective cycle to evaluate own strengths and weaknesses and others' practice.</p> <p>PO4</p> <p>S4.17 Maintain accurate and coherent records and only share information when appropriate to ensure the needs of all children are met.</p> <p>S4.18 Recognise and act when there are causes of concern regarding a child's safety and wellbeing.</p> <p>PO5</p> <p>S5.9 Work collaboratively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p> <p>S5.10 Discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers.</p> |
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