

# **T Level Technical Qualification in Education and Early Years**

## **Employer-set project (ESP)**

### **Assisting Teaching**

#### **Project brief**

v5.0: Specimen assessment materials  
24 April 2025  
603/5829/4

Internal reference: EAC-0002-03

## About the Employer-set Project

The purpose of the Employer-set Project is to ensure that students have the opportunity to apply Core Knowledge and Skills to develop a substantial piece of work in response to an employer-set brief. The brief and Tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

To achieve the assessment objectives and meet the brief for Education and Early Years, you must demonstrate the following Core Skills (CS):

- **CS1:** communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
- **CS2:** work with others to plan and provide activities to meet children and young people's needs
- **CS3:** use formative and summative assessment to track children and students' progress to plan and shape educational opportunities
- **CS4:** assess and manage risks to your own and others' safety when planning activities.

## Aims

Having selected an appropriate contextualised version of the Employer-set Project with your Tutor, you will:

- plan and complete Tasks within the Employer-set Project
- 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, grammar and punctuation
  - 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 student attainment as well as design learning materials.

## Your Tutor will already have:

- guided you in selecting an appropriate contextualised version of the Employer-set Project 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 be rescheduled.

Sample

## Assessment

- You are **not** permitted to work in groups, with the exception of the discussion element of Task 2a, and all work must be your own.
- You will have **12 hours** to complete the Employer-set Project. Recommended and maximum timings, where applicable, are provided for each Task under the heading 'Conditions of the assessment'.

## Assessment objectives

The Employer-set Project is a formal assessment that accounts for 30% of the overall Core Component grade and 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 brief set in a real-world situation and validated by employers within the specific specialism.

The evidence generated for the Employer-set Project will be assessed holistically against 5 integrated assessment objectives. These assessment objectives and their weightings are shown in the tables below.

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

Evidence	AO1	AO2	AO3	AO4	AO5	TOTAL
<b>Task 1</b>						
<b>Task 1a (Intervention plan)</b>	4	8	4			16
<b>Task 1b (Activity plan v1)</b>	4	15	6			25
<b>English, mathematics and digital skills</b>				10		10
<b>Task 2</b>						
<b>Task 2b (Activity plan v2)*</b> <b>*Task 2a is not marked</b>		6			3	9
<b>Task 3</b>						
<b>Task 3b (Discussion with Tutor)</b>	1	12	2		1	16
<b>English, mathematics and digital skills</b>				2		2
<b>Task 4</b>						
<b>Task 4 (Reflection)</b>		7			5	12
<b>Total marks:</b>	9	48	12	12	9	90

## Guidance for students

### Student instructions:

- Read the project brief carefully before starting your work.
- Read the assessment objectives grid as part of the marks for this assessment will be based on your ability to plan how you will meet the requirements of the brief; you should therefore keep brief planning notes as you work through the Tasks for this assessment.
- You **must** work independently and make your own decisions as to how to approach the Tasks within the Employer-set Project.
- You are permitted to bring in and use your own research, carried out in response to the pre-release Task, to the supervised sessions but this **must** be checked for suitability by your Tutor. Your research must:
  - be contained within 4 pages, excluding references
  - be in an Arial font 12pt, within standard border sizes
  - clearly show where sources have been used to support your own ideas and opinions
  - clearly reference all sources used to support your own ideas and opinions
  - reference any quotations from websites.
- 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:

- This Employer-set Project 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** complete both of the external examinations **and** the Employer-set Project. The combined marks from these assessments will be aggregated to form the overall Core Component grade (A\*–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 this Employer-set Project is 12 hours:
  - 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 Employer-set Project assessment materials before you leave the room. You **must** not take any assessment material outside of the room (ie 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, or equally if you are not able to efficiently meet the requirements of the Task.

## Plagiarism

**Plagiarism may result in the external assessment task being awarded a U grade.** For further guidance, refer to your Student Handbook – Plagiarism in External Assessment and the Maladministration and Malpractice Policy located on the NCFE website.

## Presentation of work

- All of your work should be completed electronically using black font, Arial size 11–14 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 (eg 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) and include it at the front of your assessment Task evidence.
- You must submit your evidence to the Supervisor at the end of each session.

## Employer-set Project: Pre-release activity

You should review the following brief ahead of the Employer-set Project Tasks that will be provided to you in supervised conditions.

The primary school that you work in has identified that one of the children in Year 3 is not yet making progress in some areas. As a result of this concern, you have been asked by the Class Teacher to work with the child to support the child's development.

You have been asked to work with the Teacher to support the child's writing skills. You are therefore required to undertake research that will inform your practice to effectively support the child's development.

Consideration must be given to:

- developmental norms and strategies that would be appropriate to support development
- the curriculum and selection of suitable resources
- the role of observation, reflection, assessment and planning
- partnership working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.



## Employer-set Project brief: Assisting Teaching

The Employer-set Project has been designed as an opportunity for you to demonstrate how you respond to a current need that has been identified in your sector and is validated by employers.

You should consider how you will approach each Task and plan your time to ensure you give yourself the best opportunity to meet the needs outlined in the brief. You should keep short notes on how you approach this as these notes can be used to support the completion of a reflection Task required at the end of the project.

You are employed in a large primary school working within a Year 3 class, made up of 31 pupils. The Class Teacher left the school at the end of last term and several supply Teachers have been covering the teaching. A permanent Teacher has now been employed to teach the class and is keen to address the needs of individual pupils.

You have been asked to work closely with Ayesha, a pupil who joined St Mary's as a Year 2 pupil last year and has been making slow progress in her writing skills.

At the end of Year 2, Ayesha completed national curriculum tests to measure her competency in a range of areas. An extract of the school results, along with Ayesha's results, is provided for you. Ayesha's profile notes are also included with the data, which outline background information gathered by the teaching staff.

The Teacher has asked you to analyse the data and profile notes in order to plan a comprehensive approach to meet and support the development of Ayesha's writing skills; the approach will be shared with and approved by the Class Teacher.

Regular informal reviews with the Class Teacher will take place to monitor Ayesha's ongoing progress and the Teacher will also formally review Ayesha's writing skills after 6 weeks.

## Child profile

<b>Setting</b>	St Mary's School
<b>Name</b>	Ayesha
<b>Age</b>	7 years
<b>Family background notes</b>	<p>Ayesha did not attend a nursery or pre-school and due to living in a remote location, she had limited opportunities of socialising with other children. Prior to starting at St Mary's School, Ayesha attended a small rural primary school. As the number of children attending the school was low, classes were taught with children from 2 different year groups, resulting in mixed age ranges and ability levels.</p> <p>Ayesha has 2 sisters and lives at home with one of her sisters and her mother. English is the family's spoken language in the home.</p>
<b>Health and wellbeing notes</b>	Records passed on from the previous primary school indicate that Ayesha was given some 1:1 support to develop her reading and writing and is still following the Read Write Inc programme (of Intervention).
<b>Other professional involvement</b>	SENDCo
<b>Teacher comments</b>	<p>Ayesha is very good at physical activities and enjoys P.E, music and movement and dance. Ayesha is a strong runner and looks forward to running the daily mile.</p> <p>Ayesha is sometimes distracted during lessons, talking to other children or staring out of the window rather than focusing on her work. This can disrupt the work of other children, and then it can be difficult to get Ayesha back on track.</p> <p>Ayesha often scores low on spelling tests and says she forgot to revise the list of words because her mother didn't remind her.</p> <p>During English lessons, Ayesha finds difficulty in coming up with ideas for stories and deciding on events in her own life to write about. When Ayesha does write stories they are usually short. Corrections are needed in relation to the use of paragraphs, punctuation and spelling.</p> <p>Ayesha is reading close to an age appropriate level and there are aspects of fluency but this is restricted due to her struggling with decoding words at speed. At times, Ayesha has difficulty decoding new words outside of her spoken vocabulary.</p> <p>Ayesha has settled well at St Mary's school and interacts politely with Teachers and other pupils. Ayesha is helpful in class and has a large friendship group.</p>

<b>END OF KEY STAGE 1 NCTs RESULTS 2018</b>	<b>Ayesha's performance</b>	<b>St Mary's performance</b>	<b>National average</b>
Reading – Expected Standard (Scaled Score of 100/100+)		97%	73%
Reading – High Standard (Scaled Score of 110+)		59%	27%
Reading – Average Scaled Score	104	110	104
Writing – Expected Standard (Scaled Score of 103+)		88%	78%
Writing – Greater Depth (High Standard/Scaled Score of 113+)		16%	20%
Writing – Average Scaled Score	98	110	103
Grammar, Punctuation and Spelling – Expected Standard (Scaled Score of 100/100+)		97%	78%
Grammar, Punctuation and Spelling – High Standard (Scaled Score of 110+)		41%	36%
Grammar, Punctuation and Spelling – Average Scaled Score	101	108	106

Task 1	AOs 1, 2, 3 and 4
<p>a) Create an intervention plan proposal that you would use to meet Ayesha's development needs for her writing skills.</p> <p>You should make reference to your research findings in your plan.</p> <p style="text-align: right;"><b>[16 marks]</b></p>	
<p><b>Conditions of the assessment:</b></p> <ul style="list-style-type: none"> <li>Task 1a <b>must</b> be completed in supervised conditions.</li> <li>You will have access to your research materials. You will <b>not</b> have access to the Internet or any other additional resource materials when completing your work for this Task.</li> <li>You will have a <b>maximum</b> of 3 hours to complete this Task.</li> </ul>	
<p><b>Evidence requirements:</b></p> <ul style="list-style-type: none"> <li>word processed intervention plan.</li> </ul>	
<p><b>Submission:</b></p> <p>The following filename conventions should be used for all materials produced:  <i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per Task)</i></p> <p><b>Note:</b> Please request your Provider and student number from your Tutor.</p>	

Task 1	AOs 1, 2, 3 and 4
<p>b) Create an activity plan that you could use to support Ayesha.</p> <p>You should include an explanation of how the planned activity:</p> <ul style="list-style-type: none"> <li>links to the wider curriculum</li> <li>is underpinned by theory, concepts and pedagogy.</li> </ul> <p style="text-align: right;"><b>[25 marks]</b></p> <p style="text-align: right;"><b>[Total marks: 51]</b></p> <p style="text-align: right;"><b>[16 marks (Task 1a) + 25 marks (Task 1b) + 4 marks for English, 2 marks for mathematics and 4 marks for digital]</b></p>	
<p><b>Conditions of the assessment:</b></p> <ul style="list-style-type: none"> <li>Task 1b <b>must</b> be completed in supervised conditions.</li> <li>You will have access to your research materials and your materials from Task 1a. You will <b>not</b> have access to the Internet or any other additional resource materials when completing your work for this Task.</li> <li>You will have a <b>maximum</b> of 3 hours to complete this Task.</li> </ul>	
<p><b>Evidence requirements:</b></p> <ul style="list-style-type: none"> <li>word processed activity plan, including any resource designs.</li> </ul>	
<p><b>Submission:</b></p> <p>The following filename conventions should be used for all materials produced:  <i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per Task)</i></p> <p><b>Note:</b> Please request your Provider and student number from your Tutor.</p>	

Task 2	AOs 2 and 5
<p>You must discuss your proposed activity plan with your peers to support your planning of the activity.</p> <p>a) i) Read the activity plans you have been given by your Tutor <b>and</b> complete a 'Preparation for Peer Discussion' form for each activity plan.</p> <p>Hand in your 'Preparation for Peer Discussion' forms to your Tutor.</p> <p>a) ii) Your Tutor will put you into your peer discussion groups. <u>It is suggested that groups comprise 3-5 students per session</u></p> <p>You will have access to your own activity plan and your 'Preparation for Peer Discussion' forms completed in Task 2a (i). You will have 20 minutes to re-familiarise yourself with the activity plan and your form, before beginning the group discussion.</p> <p>Each group member will take it in turns to share their activity plan and receive feedback from the group.</p> <p>When you give feedback on other students' activity plans, you must use the 'Preparation for Peer Discussion' forms completed in Task 2a (i).</p> <p>When you receive feedback, you must complete hand-written notes of the feedback you receive from each group member on the 'Feedback from Peer Discussion' form.</p> <p style="text-align: right;"><b>[This part of the Task is not marked]</b></p> <p>b) Use your 'Feedback from Peer Discussion' form and reflect on the feedback that you have received. Use this feedback to write down how you will update your activity plan, referencing comments made during the peer discussion. Your Tutor will provide you with a copy of your submitted activity plan from Task 1b.</p> <p>You must justify the feedback that you decided to act on, as well as the feedback that you decided not to use.</p> <p style="text-align: right;"><b>[9 marks]</b></p> <p style="text-align: right;"><b>[Total marks: 9]</b></p>	

### Conditions of the assessment:

#### For 2a (i):

- Task 2a (i) must be completed in supervised conditions.
- There is no time limit for completion of Task 2a (i).
- You will hand in your work and receive feedback from your Tutor with any improvements you need to make.

#### For 2a (ii):

- The discussion will take place in groups to be decided by your Tutor, and you will have access to all your materials from Task 1b when preparing for this Task.
- You will have 20 minutes to prepare for this Task, using the information you have developed in Task 1, in supervised conditions.
- Each student will have a maximum of 5 minutes to discuss their activity plan to the rest of the group, who will then collectively have up to 15 minutes to feed back to each student's activity plan.

#### For 2b:

- Task 2b **must** be completed in supervised conditions.
- You will only have access to your materials from Task 1b and 2a, following Tutor approval. You will **not** have access to the Internet or any other additional resource materials when completing your work for this Task.
- You will have a **maximum** of one hour to complete this Task.

### Evidence requirements:

- hand-written or typed up feedback notes, including questions asked to other group members. If hand-written, this evidence must be scanned prior to submission
- a written summary of any changes you plan to make to your activity plan.

### Submission:

The following filename conventions should 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 3	AOs 1, 2, 3 and 4
<p>a) You must prepare to present an overview of your intervention plan and activity plan for a discussion with your Tutor in Task 3b, who will assume the role of the Class Teacher. You must include details of the review undertaken as a result of the peer discussion. After your presentation, your Tutor will ask you questions based on your intervention plan and activity plan. A pro-forma has been provided for you to support your planning and preparation for this discussion. Your Tutor will give you copies of your intervention plan and updated activity plan including any summary of changes you have made.</p> <p>b) You must discuss with your Tutor the information prepared in Task 3a.</p> <p>As part of Task 3b, you will also be assessed on your communication skills. Your Tutor will make an audio recording of the discussion.</p> <p>Please note the purpose of this Task is to provide evidence of your verbal communication skills.</p> <p style="text-align: right;"><b>[16 marks]</b></p> <p style="text-align: right;"><b>[plus 2 marks for digital skills]</b></p> <p style="text-align: right;"><b>[Total marks: 18]</b></p>	
<p><b>Conditions of the assessment:</b></p> <ul style="list-style-type: none"> <li>You will have a maximum of 2 hours for part a). For part b) you will have 10 minutes to present the information referenced in the Task and 10 minutes to answer the questions.</li> <li>The discussion will take place with your Tutor, and you will have access to all your materials from previous Tasks when preparing for this Task.</li> </ul>	
<p><b>Evidence requirements:</b></p> <ul style="list-style-type: none"> <li>presentation slides and/or word processed pro-forma (completed)</li> <li>Tutor's observation notes of the student presentation</li> <li>audio recording of the Tutor discussion.</li> </ul>	
<p><b>Submission:</b></p> <p>The following filename conventions should be used for all materials produced:  <i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per Task)</i></p> <p><b>Note:</b> Please request your Provider and student number from your Tutor.</p>	



Task 4	AOs 2 and 5
<p>You <b>must</b> now complete a reflective account.</p> <p>You will need to communicate how you have achieved the expected outcomes.</p> <p>You will need to provide evidence of analysis and evaluation in your reflective account.</p> <p>A pro-forma has been provided for you to complete, which will support the planning of your activity.</p> <p style="text-align: right;"><b>[12 marks]</b></p> <p style="text-align: right;"><b>[Total marks: 12]</b></p>	
<p><b>Conditions of the assessment:</b></p> <ul style="list-style-type: none"><li>You will have a maximum of 2 hours to complete your reflective account.</li></ul>	
<p><b>Evidence requirements:</b></p> <ul style="list-style-type: none"><li>word processed reflective account pro-forma (completed).</li></ul>	
<p><b>Submission:</b></p> <p>The following filename conventions should be used for all materials produced: <i>(Provider_number)_(Student registration number)_(Surname)_(First name)_TaskXx_(Additional detail of document content if multiple documents are produced per Task)</i></p> <p><b>Note:</b> Please request your Provider and student number from your Tutor.</p>	

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## Change History Record

Version	Description of change	Approval	Date of Issue
<b>v1.0</b>	Published draft version		April 2020
<b>v2.0</b>	Published final version		01 September 2020
<b>v3.0</b>	T Level branding updated		December 2020
<b>v3.1</b>	Version, branding and formatting final updates.		March 2021
<b>v3.2</b>	NCFE rebrand.		September 2021
<b>v4.0</b>	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
<b>v4.1</b>	Sample added as watermark	November 2023	15 November 2023
<b>v5.0</b>	Wording amended throughout Branding and document information updated	November 2024	24 April 2025