



HM Government

T-LEVELS

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

Employer set project (ESP)
Assisting Teaching / Early Years Educator
Provider Guide

v1.1: Additional sample material
31 October 2025

Please do not distribute this document to students; this is for provider and tutor use only. All tutors must be familiar with the information in this document. This document must be kept secure at all times.

This document must be read along with the **Regulations for the Conduct of External Assessment**. Assessment conditions and resources are defined in the **Qualification Specific Instructions for Delivery (QSID)**. These documents can be found on the NCFE website.

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About the employer set project (ESP)

Introduction

The purpose of the employer set project (ESP) is to ensure that each student has 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 the student ahead of the assessment window.

Please note that:

- the use of the short phrase 'employer set project' or 'ESP' is made in reference to the assessment overall
- the use of the word 'brief' or 'project brief' is made in reference to documents that contain tasks 1 to 4 and that are generic to both the Early Years Educator (EYE) and assisting teaching (AT) pathways
- the use of 'Preliminary research activity', 'Scenario and control documents 1 and 2', 'Pro-formas' and 'Provider guide' refers directly to the documents that are named as such.

To achieve the assessment objectives (AOs) for the ESP, the student 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.

The ESP also draws directly upon some content from element 1: Wider education sector (1.2) and all content from element 7: Professional practice (7.1 to 7.7 inclusive) and students will demonstrate an understanding of this core knowledge through demonstrating the skills required to complete the ESP. Element 1 (1.1) will be met within the core examination.

Aims

Once students have selected an appropriate contextualised version of the ESP with their tutor, they will:

- plan and complete tasks within the ESP
- review and reflect on how they have approached and completed the tasks within the ESP
- 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.

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

- Students are **not** permitted to work in groups, with the exception of the peer discussion and feedback element of task 2 (b), and all work must be their own.
- Students 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 the student produces work to the highest standard.

- Students will be assessed against the core knowledge and skills that they have learnt throughout their 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 table 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

Administering the external assessment

The maximum overall time allowed for the external assessment is **15 hours and 45 minutes** under **supervised** conditions. A breakdown of the task-specific timings is given on page 9.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. External assessment material **must not** be given to students until the first supervised assessment session unless otherwise stated, such as for the preliminary research activity. Any instances of non-compliance will be investigated as maladministration, and could result in sanctions on students and providers.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in a normal classroom environment, so long as each student has access to a computer system. Providers can decide how to arrange supervised sessions and must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, time taken to print students' work is **not** included as part of the permitted hours for the external assessment tasks. In addition to this, time taken to collate and upload students' work is also **not** included as part of the permitted hours for the external assessment tasks.

At any time, NCFE may request the timetable that providers have set for the supervised sessions. The permitted time **must not** be altered unless a reasonable adjustment has been agreed for a student in accordance with the Access Arrangements and Reasonable Adjustments Policy and the Special Considerations Policy, which can be found on the NCFE website. The permitted time **must not** be decreased, and students must be given the opportunity to complete the full amount of time for the external assessment task; providers must take this into account when timetabling the session.

Marking the external assessment

The external assessment tasks are set and marked by NCFE. This means that providers **must not** assess, internally quality assure **or** provide any feedback to the student about their performance in the external assessment tasks. The only exception to this rule is the preliminary research activity (see page 11 for further details) and task 2 (a) (see page 15 for further details) where feedback to students is required. The supervised external assessment tasks must be treated independently of the teaching of the outline content.

To achieve a grade for the core component, the student **must** attempt the external examination **and** the ESP. The combined grades from these assessments will be aggregated to form the overall core component grade (A* to E and U). If students do not attempt one of the assessments or fail to reach the minimum standard across all assessments, they will receive a U grade until the student resits the relevant components.

Instructions for tutors

Assessment conditions

Students **must** complete the employer set project (ESP) independently and under supervised conditions, as per the assessment and task-specific instructions (page 10 onwards).

Students are required to sign External Assessment Cover Sheet (EACS) – Declaration of Authenticity forms to confirm that the work is their own. The EACS form can be found on the NCFE website. This is to ensure authenticity and to prevent potential malpractice and / or 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** 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, internet or any other method.

External assessment materials must 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.

Appendices should not be included and will not be marked.

The preliminary research activity will require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the assessment task being awarded a U grade. For further information, refer to the Plagiarism in Assessments 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.

Resources

Students **must** have access to the appropriate resources required to complete the ESP. These include the following:

- research notes created in response to the preliminary material
- computers and relevant software
- technical equipment as required, such as audio recording equipment.

This list is **not** exhaustive, and you need to refer to the Qualification Specification for subject-specific details.

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.

Spellcheck

Where work is completed digitally, spelling and grammar checks **must** be disabled.

Referencing

NCFE does not mandate a specific referencing style, but providers should ensure that students are able to reference their work correctly using whichever referencing style they have been taught.

Timings

The timings below have been devised to support student and provider planning.

Tutors should encourage students to read all tasks in their entirety to ensure they take note of the time they have for each task.

Preliminary research activity – provided to students no more than 1 week prior to the start of the assessment window = 3 hours

Task 1 = a **maximum** of 5 hours:

- task 1 (a) = 2 hours and 30 minutes
- task 1 (b) = 2 hours and 30 minutes

Task 2 = a **maximum** of 3 hours and 55 minutes:

- task 2 (a) = 1 hour and 30 minutes
- task 2 (b) = up to 1 hour and 25 minutes dependent upon group size*
 - students will have 10 minutes to refamiliarise themselves with their activity plan, prior to the peer discussion and feedback
 - students will each have up to a maximum of 5 minutes to share their activity plan
 - all other students within the group will have a combined total of up to a maximum of 10 minutes to feed back to the student who discussed their activity plan (see page 17)
- task 2 (c) = a maximum of 1 hour

*task 2 (b) – the timing for this task will vary depending on the number of students in each peer discussion group (3 students = 55 minutes / 4 students = 1 hour and 10 minutes / 5 students = 1 hour and 25 minutes).

Task 3 = a **maximum** of 2 hours and 5 minutes:

- task 3 (a) = a maximum of 1 hour and 45 minutes for preparation
- task 3 (b) = 20 minutes for each student:
 - up to 10 minutes for each student to present information
 - up to 10 minutes for tutors to ask questions and receive answers (see the task guidance on page 22 for more detail).

Task 4 = a **maximum** of 1 hour and 45 minutes

Total = 15 hours and 45 minutes

Assessment and task-specific instructions

Employer set project (ESP)

For each assessment window, there will be **two** versions of the employer set project (ESP) available for booking; each version is contextualised against the occupational specialisms (OSs) relevant to the pathway (see below). The ESP has been validated by employers in conjunction with NCFE. The ESP is designed to ensure a motivating starting point for students and will be based on a realistic vocationally relevant scenario.

Selection of pathway

Students are required to discuss and agree with their tutor which of the following occupational-based pathways they would like to take forward for their ESP:

- Early Years Educator (EYE)
- Assisting Teaching (AT).

The provider must book students onto the appropriate pathway of the ESP by the deadline for that specific assessment series as indicated on the Key Dates Schedule on the relevant qualification page on the NCFE website.

Bookings will be made on the NCFE Portal, and guidance can be found in the Portal Handbook, which can be accessed within the system.

The selection and registration of the student on the appropriate pathway **must** be agreed ahead of the deadline outlined on the Key Dates Schedule. Whilst it is recommended that a student selects the pathway that is relevant to their intended OS, it is not a requirement that the student makes a selection decision based on this, or any other criteria.

Distribution of documents

The project briefs (tasks 1 to 4) for the ESP are generic to both pathways (EYE / AT); therefore, all students will receive the same project brief for each task.

The preliminary research activity, scenario and control documents 1 and 2 along with the pro-formas are specific to the individual pathway (EYE / AT). Tutors **must** ensure that students have the correct documentation for the pathway they are registered on.

Preliminary research activity

Preliminary research activity overview

To support the completion of the tasks within the ESP, students are required to engage in a research-based activity that is focused on collating information and materials that they have received during their learning throughout the qualification, which can include any information pertinent to the contextualised version of the assessment students take (for example, the early years foundation stage (EYFS) statutory framework). The information students collate should be refined and focused on the details within the preliminary research activity, ahead of the supervised scheduled assessment. The preliminary research activity can be shared with students up to a week ahead of the supervised scheduled assessment window. These dates are all detailed in the Key Dates Schedule, which can be located on the NCFE website.

Timing

Students must complete this task in one single supervised session of 3 hours in the week before the supervised scheduled assessment window opens.

Essential equipment and resources

The following essential equipment is required to support the delivery of the preliminary research activity:

- a computer and relevant software
- the internet
- Department for Education (DfE) – statutory framework for the early years foundation stage (EYFS) (2024)
- Development Matters: non-statutory curriculum guidance for the early years foundation stage (EYFS) (2023)
- Birth to 5 Matters: non-statutory guidance for the early years foundation stage (EYFS) (2021)
- the national curriculum (AT)
- any class notes
- any resources including textbooks, articles and journals.

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Where work is completed digitally, spelling and grammar checks **must** be disabled.
- Access to the internet is allowed (though this should be limited to ensure that access to online cloud storage services or online chat clients is prohibited. You should refer to JCQ Guidance AI Use in Assessment for guidance on AI).
- Privacy mode should be disabled, and policies applied to prevent deletion of browsing history.

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.

Additional information

Student work must:

- be contained within four pages (sides), excluding references
- be in Arial size 12 pt, within standard border sizes
- clearly show where sources have been used to support own ideas and opinions
- clearly reference all sources used to support their own ideas and opinions
- reference any quotations from websites
- not contain use of AI-generated work / documentation / materials.

During this supervised session tutors must ensure all students understand the task in hand. Students are able to ask questions and seek clarification from the tutor where appropriate to ensure they have notes that are relevant, appropriate and suitable for the task. During the supervised preliminary research activity tutors must check and review student notes to ensure that they meet the conditions above. When students have not met these conditions they can be asked to amend their materials so that they do meet the conditions, before the delivery of task 1. The purpose of these checks is to ensure that the assessment maintains its validity and helps to prevent malpractice.

Research materials that are submitted must meet the conditions before the delivery of task 1.

Students **must not** have access to the tasks until the research materials have been approved.

Tutors can only access preliminary material or assessment materials **after** they have been issued to students unless stated otherwise.

Evidence requirements

- a maximum of four pages of research notes.

Task 1: planning

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

Task overview

This task requires students to create either an early support plan (EYE) or intervention plan (AT) that will detail an approach to meeting the needs outlined in the detailed scenario and control documents.

Timing

Students must complete this task in one single supervised session of 2 hours and 30 minutes.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

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

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Where work is completed digitally, spelling and grammar checks **must** be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

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.

Evidence requirements

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

Task 1 (b): activity plan

Task overview

This task requires students to create an activity plan that will detail an approach to meeting the needs outlined in the scenario and control documents.

Timing

Students must complete this task in one single supervised session of 2 hours and 30 minutes.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

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

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Where work is completed digitally, spelling and grammar checks **must** be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

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.

Additional information

Tutors **must** give students hard copies of their early support plans (EYE) / intervention plans (AT) from task 1 (a) to refer to as they complete task 1 (b). These hard copies should be collected in by the tutor after the task and confidentially destroyed at the end of the assessment window. This is to ensure work is not altered or deleted during task 1 (b).

Students are not allowed to make any amendments to their work from task 1 (a) during completion of task 1 (b).

Evidence requirements

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

Task 2: discussion and reflection

Students must not start task 2 (a) until the cohort has completed task 1.

Tutors will assign each student to a peer discussion group. Each group should be made up of three to five students. Tutors may consider the room or space available and cohort sizes when determining the number of students within a group.

Task 2 (a): preparation for discussion

Task overview

Students must review activity plans from the other students in their assigned peer groups and complete a pro-forma C for each student. This will support the group discussion (task 2 (b)) and reflection on peer feedback (task 2 (c)).

Timing

Students must complete this task in one single supervised session of 1 hour and 30 minutes.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

- scenario and control documents 1 and 2
- completed pro-forma B (activity plan) for each student in the group
- pro-forma C (peer discussion and feedback form)
- a computer and relevant software if required (students may wish to complete by hand).

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Where work is completed digitally, spelling and grammar checks **must** be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

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.

Additional information

Tutors **must** give students hard copies of the activity plans from task 1 (b) for **each** of the other students in their peer discussion group. These hard copies should be collected in by the tutor after the task and confidentially destroyed at the end of the assessment window. The provider **must** ensure that any pro-forma Cs that are completed by hand are **not** confidentially destroyed before they have been digitised for submission to NCFE as part of the evidence for task 2 (c). This is to ensure work is not altered or deleted during task 2 (a).

Students must complete one pro-forma C per student. Students are not required to be sat in their peer discussion groups when completing this activity.

Tutors **must** review each pro-forma C that each student has produced. This is to ensure that sufficient detail is provided to enable fair access for all students during the peer discussion. If required, tutors can provide oral guidance to highlight where improvements can be made to each pro-forma C. Tutors are allowed to lead students, for example, by giving them specific feedback on each of the questions where the student has not sufficiently completed the pro-forma. Students can then revise and redraft their work before tutors review it again. This must all be completed within the 1 hour and 30 minute supervised session.

Students may find it easier to complete this task by hand. Tutors must ensure any handwritten work is stored safely and securely between tasks and digitised for upload to NCFE as part of the evidence requirements for task 2 (c).

Evidence requirements

- completed pro-forma C (one per student) must be submitted to the tutor for use in task 2 (b) and task 2 (c).

Task 2 (b): peer discussion and feedback

Task overview

In their allocated groups students will each take a turn to give an overview of their activity plan and then receive feedback from their peers. The tutor will supervise this to ensure all students provide feedback.

Timing

Students must complete this task in one single supervised session of a maximum of 1 hour and 25 minutes. This is broken down as follows.

- refamiliarisation task (10 minutes)
- 15 minutes allocated per student for peer discussion and feedback.

During the discussion, each student will have up to a maximum of 5 minutes to give an overview of their activity plan. All other students within the group will then have a combined total of up to a maximum of 10 minutes to feed back to the lead student who discussed their activity plan. This activity must be repeated for each student in the group.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

- completed pro-forma B (activity plan)
- completed pro-forma Cs (peer discussion and feedback form) for each student in the peer discussion group
- the scenario and control documents 1 and 2
- a computer and relevant software if required.

Assessment conditions

- Students will complete the refamiliarisation element of this task in supervised assessment time.
- Tutors must ensure, when supervising the peer discussion, that each student within the group provides feedback. Tutors can do this by prompting students, based on the content of their completed pro-forma C.
- Where work is completed digitally, spelling and grammar checks must be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

Additional information

Tutors **must** give students hard copies of their completed pro-forma B (activity plan) alongside all the pro-forma C's they have written for the other students in their group. These hard copies should be collected in by the tutor after each task and confidentially destroyed at the end of the assessment window. The provider **must** ensure that any pro-forma Cs that are completed by hand are **not** confidentially destroyed before they have been digitised for submission to NCFE as part of the evidence for task 2 (c). This is to ensure work from previous tasks is not altered or deleted during task 2 (b).

Students may wish to make notes on feedback given during task 2 (b) to assist them in completing task 2 (c). These notes do **NOT** need to be submitted to NCFE as evidence but must be given to the tutor at

the end of task 2 (b) before being returned at the start of task 2 (c). These notes may be handwritten or digital.

Students are not allowed to make any amendments to their work from task 1 (b) during completion of task 2 (b).

Evidence requirements

- Any notes created during the peer discussion and feedback must be submitted to tutor for use in task 2 (c) – these are not required to be submitted to NCFE.

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Task 2 (c): reflection upon peer feedback

Task overview

Students are required to work independently and under supervised conditions to reflect on the feedback received from peers and update their activity plan accordingly.

Timing

Students must complete this task in one single supervised session of 1 hour.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

- a copy of pro-forma B (completed activity plan) from task 1 (b)
- completed pro-forma Cs (peer discussion and feedback form) from task 2 (a)
- any additional notes taken during task 2 (b)
- a computer and relevant software.

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Where work is completed digitally, spelling and grammar checks **must** be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

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.

Additional information

Tutors **must** give students hard copies of the completed pro-forma Cs from the previous task. These hard copies should be collected in by the tutor after each task and confidentially destroyed at the end of the assessment window. This is to ensure work from previous tasks is not altered or deleted during task 2 (c). Students will need access to the digital version of their original activity plan (pro-forma B) as they will need to update it during task 2 (c).

Tutors **must** give students access to a digital copy of their original activity plan **not** their original activity plan. There must be no amends made to the original activity plan completed in task 1 (b). This is to ensure work from previous tasks is not altered or deleted during task 2 (c).

Students **must** make any changes to a copy of their activity plan (pro-forma B) using blue text, **not** black, to identify any changes they are making. Students **must** also complete the box at the end of the copy of the activity plan (pro-forma B), justifying the reasons for any changes they have made or not made.

Providers should collate all pro-forma C documents per student into a single document for upload – these should be collated and submitted for the student the feedback is created for **not** the student who has written the feedback

Any additional notes made by the student in task 2 (b) do not need to be submitted to NCFE and must be taken in and confidentially destroyed when task 2 (c) is completed.

Evidence requirements

- An updated activity plan (pro-forma B).
- All feedback received from peers using pro-forma C.

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Task 3: digital presentation and tutor questions

Students must not start task 3 (a) until the cohort has completed task 2.

Task 3 (a): digital presentation preparation

Task overview

Students are required to work independently and under supervised conditions to prepare for a short (maximum of 10 minutes) digital presentation followed by tutor questions.

Timing

Students must complete this task in one single supervised session of 1 hour and 45 minutes, which may also include practising the verbal delivery of their content.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from task 2 (c)
- completed pro-forma Cs (peer discussion and feedback form)
- students' research notes (four pages only)
- a computer and relevant software.

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Spelling and grammar checks **must** be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

Additional information

Tutors **must** give students hard copies of the completed pro-formas from the previous tasks. These hard copies should be collected in by the tutor after each task and confidentially destroyed at the end of the assessment window. This is to ensure work from previous tasks is not altered or deleted during task 3 (a).

Students may wish to create notes to support them in the delivery of their presentation and this can be done digitally or by hand. These notes will not be assessed but must be taken in by the tutor and returned in task 3 (b).

Evidence requirements

- Completed digital presentation alongside any notes created.

Task 3 (b): digital presentation and tutor questions

Task overview

Students are required to discuss the key elements of their approach, including the justifications for decisions made. As part of this task, the tutor will assume the role of a supervisor in the relevant occupational area (for example, key worker or teacher) and the students will present their digital presentation from task 3 (a) before being questioned by the tutor to provide further rationale for the approach taken. Students should ensure that their presentation consists of a balance of the early support plan (EYE) or intervention plan (AT) as well as the activity plan.

Timing

Students must complete this task in one single supervised session of a maximum of 20 minutes. This is broken down as follows:

- digital presentation (maximum of 10 minutes)
- questions from tutor (maximum of 10 minutes).

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

- completed digital presentation with supporting notes as required
- a computer and relevant software to give the presentation
- tutor questions (see page 23)
- audio recording equipment.

Assessment conditions

- Access to the internet is **NOT** allowed
- **NO** additional resource materials are allowed
- Students will **NOT** have access to the questions the tutor will ask before the task takes place.

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.

Additional information

Students have a maximum of 10 minutes to deliver their presentation but do not need to use the whole 10 minutes if they do not feel it necessary. Length of response does not necessarily equate to quality of response and students will not be penalised by the examiner if they do not use the whole 10 minutes.

Tutors have a maximum of 10 minutes to ask questions of the student, but they do not need to use the whole 10 minutes if it is not necessary. Length of response does not necessarily equate to quality of response and students will not be penalised by the examiner if they do not use the whole 10 minutes.

Consideration should be given to timetabling. Tutors can allow additional time where required, for example, to account for technical issues with the setup of the audio recording, or any nerves on the part of the student.

Evidence requirements

- An audio recording of the digital presentation that includes the tutor questions and student responses.

Task 3 (b): tutor questions

The role of the tutor in this assessment is to ask questions of the student. The questions the tutor must ask are detailed below. The tutor should ask each student four questions, selecting one question from each of the four sections. The tutor should identify in advance of the discussion which questions they are going to ask each student to ensure that the full range of questions is used across the student cohort. Tutors should select questions with care to avoid duplication within student responses and to also mitigate predictability across their cohort.

The tutor **must not** offer suggested answers or lead the student. However, the tutor can ask prompt questions or reword the questions below to support clarity for students. This **must** only be done after giving the student a chance to ask for clarification. Prompts cannot introduce new information; they are a way to support the student to understand the question. The tutor may also clarify with the student if they are happy with their response, this can only be done to progress with moving onto the next question or completing the task.

Welcome / introduction

To include a high-level description of the layout of the assessment: for example, there are four questions, and this whole session will be recorded and submitted as an audio recording for assessment. Students must identify themselves by name before the tutor questions begin.

Question 1 (the tutor must select one of the following):

Either

Q1 (a) – can you describe any next steps in learning for the child following your activity plan?

Or

Q1 (b) – can you describe how your planned activity plan could support others working with the child?

Or

Q1 (c) – **EYE**: explain how your approach was informed by your knowledge of children's personal, social and emotional development (PSED).

Q1 (c) – **AT**: explain how your approach is informed by your knowledge of strategies used in the classroom to support English as an additional language (EAL).

Question 2 (the tutor must select one of the following):

Either

Q2 (a) – can you explain why you have chosen the resources that you have selected for your activity plan?

Or

Q2 (b) – can you explain any additional resources that you could introduce to improve the child's experience?

Or

Q2 (c) – **EYE**: describe a strategy you have identified in your activity plan to enhance Tom’s personal, social and emotional development that will support him when involved in activities and experiences.

Q2 (c) – **AT**: describe a strategy you have identified in your activity plan to support Artem’s English progress during classroom activities.

Question 3 (the tutor must select one of the following):

Either

Q3 (a) – can you describe how participating in this ESP so far has helped you to apply knowledge of child development and learning into a real-world scenario?

Or

Q3 (b) – can you describe any key areas for your own learning following the completion of your activity plan?

Or

Q3 (c) – **EYE**: describe the communication techniques you have identified in your activity plan to engage Tom in the setting.

Q3 (c) – **AT**: describe the techniques you have identified in your activity plan to enhance Artem’s confidence in English.

Question 4 (the tutor must select one of the following):

Either

Q4 (a) – can you identify one aspect of your activity plan that you feel will have a significant impact on the child’s learning and development?

Or

Q4 (b) – can you explain how the child could benefit from the focused intervention in your activity plan?

Or

Q4 (c) – **EYE**: explain how well you feel your approach could impact upon Tom’s personal, social and emotional needs.

Q4 (c) – **AT**: explain how well you feel your approach could impact upon Artem’s development of English as an additional language.

Task 4: reflective account

Students must not start task 4 until the cohort has completed task 3.

Students are required to work independently and under supervised conditions for this task.

Task overview

Students must carry out reflective practice using the specified reflective model to review the outcome of their work in relation to the brief.

Timing

Students must complete this task in one single supervised session of 1 hour and 45 minutes.

Essential equipment and resources

The following essential equipment is required to support the delivery of this assessment task:

- scenario and control documents 1 and 2
- completed pro-forma A (early support plan (EYE) or intervention plan (AT))
- revised pro-forma B (activity plan) from 2 (c)
- completed pro-forma Cs (peer discussion and feedback form)
- completed digital presentation
- pro-forma D (reflective account)
- students' research notes (four pages only)
- a computer and relevant software.

Assessment conditions

- Students must complete this task independently and under supervised conditions.
- Where work is completed digitally, spelling and grammar checks **must** be disabled.
- Access to the internet is **NOT** allowed.
- **NO** additional resource materials are allowed.

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.

Additional information

Tutors **must** give students hard copies of the completed pro-formas from the previous tasks. These hard copies should be collected in by the tutor after each task and confidentially destroyed at the end of the assessment window. This is to ensure work from previous tasks is not altered or deleted during task 4.

Evidence requirements

- a completed pro-forma D (reflective account).

Instructions for completing and submitting the external assessment task

The external assessment tasks **must** be completed and uploaded for each student in the following way.

The evidence produced for each task should be collated into a clearly labelled folder (for example, 'task 1') before being placed within a single folder for submission. This single folder should be named using the following convention:

(Provider_number)_(Student registration number)_(Surname)_(First name)

The submission of students' assessment evidence must be completed before the submission date specified for the assessment window. Tutors **must** ensure that students follow the filename conventions specified in the external assessment tasks for each individual document.

Students **must** respond to **each** task individually and follow the document structure when submitting their evidence as per the evidence requirements section within each task. They must **not** combine responses for separate tasks.

Guidance for students

This guidance for students is available at the beginning of each project brief.

Student instructions

- Read the Project Brief task carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach the tasks within the employer set project (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.

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 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 AI Use in Assessments: Protecting the Integrity of Qualifications guidance located on the JCQ 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.

Document information

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	06 October 2025	30 October 2025
v1.1	Watermark updated	31 October 2025	31 October 2025