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Paper number: P002062

May 2023

Version 1.0

603/5829/4

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

Pro-formas

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# Task 1 - planning

The following forms are for use in task 1.

* **1(a)** early support plan
* **1(b)** activity plan

**Note:** The spaces provided are **not** indicative of length of response required. However, you should consider how you will approach this task with your response.

# Task 1(a) - early support plan

Use this template to complete your early support plan.

|  |  |  |  |
| --- | --- | --- | --- |
| **Child’s name** |  | **Child’s strengths and interests** |  |
| **Child’s age** |  | **Child’s developmental needs** |  |
| **Setting** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of development** | **Support strategies** **(your role/partnerships/communication)** | **Appropriate resources** | **Links to educational theory/ concepts/pedagogy** | **Intended outcomes** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **How progress will be tracked and monitored** |  |

# Task 1(b) - activity plan

Use this template to complete your activity plan.

|  |  |
| --- | --- |
| **Child’s name** |  |
| **Aims of activity** |  |
| **Links to curriculum** |  |
| **Links to educational theory, concepts and/or pedagogy** |  |
| **Appropriate resources** |  |
| **Support strategies (your role/partnerships/ communication)** |  |
| **Use of observation during the activity** |  |
| **Hazards, risks and controls** |  |
| **Intended outcomes** |  |

# Task 2(a) - peer discussion for activity planning

The following forms are for use in task 2(a):

* **2(a) (i)** preparation for peer discussion
* **2(a) (ii)** feedback from peer discussion.

**Note:** The spaces provided are **not** indicative of length of response required. However, you should consider how you will approach this task with your response.

# Task 2(a) (i) - preparation for peer discussion form

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

|  |  |
| --- | --- |
| **Student name:** |  |
| **Activity plan:** |  |
| **Date:** |  |

|  |
| --- |
| State **one** aspect of the student’s activity plan that you thought would work well and why. |
|  |
| Prepare **one** question to ask about the student’s activity plan.  Your question should be about how and why they have designed the plan the way it is. |
|  |
| Provide **one** example of how you feel the student’s activity plan could be improved. |
|  |

**The tutor must sign this piece of work for the purpose of validation.**

|  |  |
| --- | --- |
| **Student number:** | **Provider number:** |
|  |  |
| **Student name:** | **Tutor name:** |
|  |  |
| **Student signature:** | **Tutor signature:** |
|  |  |

# Task 2(a) (ii) - feedback from peer discussion form

Print out this form to allowcompletion of handwritten notes of the peer discussion. You may wish to increase the size of the spaces before printing.

Please ensure that your writing is legible and that the document is suitable for scanning so it can be made available as an electronic piece of evidence.

|  |
| --- |
| What your peers felt would work well in your activity plan and why. |
|  |
| Questions you were asked by your peers. |
|  |
| Examples of how your peers think that your activity plan could be improved. |
|  |

# Task 3 - tutor discussion

**Note:** Consideration should be given to the time limit stated in the ‘Conditions of the assessment’ section of the task.

You should consider the following areas when presenting and justifying your planned approach and activity plan. You may use the headings below or consider an alternative approach to setting out the details of your discussion points (for example, presentation slides).

**Key elements of your planned approach/early support plan**

**Details of your activity**

**How your activity will support your planned approach**

**Details of the review undertaken as a result of the peer discussion**

Once you have presented, your tutor will ask you questions on the following areas:

* how your approach is informed by educational theories, concepts or pedagogies
* how your communication skills will support the child’s progress
* how well you feel your planned approach and/or activity plan meets a specific element of the brief.

You can use this information to support your response to questions asked.

# Task 4 - reflective account

**Note:** The space provided below is **not** indicative of length of response required. Consideration should be given to the time limit stated in the ‘Conditions of the assessment’ section of the task.

You should consider the following areas when completing this task:

* the effectiveness of your communication skills when conveying your planned approach and activity, in your presentation and when answering questions
* the quality of your planned approach and activity in relation to intended outcomes
* ways that feedback informed changes to your planned activity
* the development of your own knowledge and skills for your own future practice.

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|  |

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