

T Level Technical Qualification in Education and Early Years

Employer set project (ESP)
Early Years Educator

Project brief

v2.1: Additional sample materials
16 November 2023
603/5829/4

Internal reference: EAC-003-04

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 Childcare, 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's and young people's needs
- **CS3:** use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities
- **CS4:** how to 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 to select 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

Assessment

- you are **not** permitted to work in groups, with the exception of the discussion element of task 2(a), 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
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%

Evidence	AO1	AO2	AO3	AO4	AO5	Total
Task 1						
Task 1(a) (early support plan)	4	8	4			16
Task 1(b) (activity plan v1)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2(b) (activity plan v2)* *Task 2(a) is not marked		6			3	9
Task 3						
Task 3(b) (discussion with tutor)	1	12	2		1	16
English, mathematics and digital skills				2		2
Task 4						
Task 4 (reflection)		7			5	12
Total marks:	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 activity, to the supervised sessions but these **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 attempt 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* 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 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 materials 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, 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 at www.qualhub.co.uk.

Presentation of work

- all of your work should be completed electronically using black font, Arial size 12pt 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) 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.

You are working in a day nursery which has recently had an intake of new children. One of the new children is not meeting expectations in some areas of development. The child is aged 2 years 10 months. The child's key person is aware of the concerns and will observe and support the child's development.

You will be working with the key person to support the personal, social and emotional development of the child. You will carry out research to inform your own practice to support the child's development.

You **must** consider:

- developmental norms and strategies that would be appropriate to support development
- the early years 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: Early Years Educator

The employer set project has been designed as an opportunity for you to demonstrate how you would 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 this can be used to support the completion of a reflection task required at the end of the project.

You are working in the toddler room of a day nursery with 15 children aged 2 to 3 years. The day nursery is situated in a quiet residential area.

Amelia is aged 2 years 10 months and has recently joined the nursery. You have been asked to work with the key person to support Amelia's specific development needs.

When Amelia joined the nursery, an on-entry formative assessment was carried out. An extract from this assessment is available for you and shows Amelia's current level of development across a range of areas. Amelia's profile notes are also included with the assessment and outline background information obtained by her key person during an initial meeting with Amelia's mother.










You are required to analyse the information provided in order to plan how you will support and encourage Amelia's personal, social and emotional development.

The approach, including an early support plan and an activity plan, will be shared with and approved by the key person.

Routine informal reviews will take place to assess Amelia's continuing progress and the key person will formally review Amelia's development after 6 weeks.

Child profile

Setting:	Dunspring Nursery
Name:	Amelia
Age:	2 years 10 months
Family background notes:	<p>Amelia is an only child and lives at home with her mother. She sees her father every alternate weekend. Amelia has not attended any of the local parent and toddler groups. Amelia and her mother regularly go out for walks, and they enjoy the local woodlands together.</p> <p>Amelia started at Dunspring Nursery on 07/01/2019. Prior to starting the nursery, Amelia was solely cared for by her mother who has now returned to work for 3 days each week.</p>
Health and wellbeing notes:	<p>The 2-year check states that Amelia has not had any experience of socialising with other children and only sees one or two other adults on a regular basis.</p> <p>Amelia plays happily by herself, has no health issues and is independently mobile.</p>
Other professional involvement:	Health visitor
Key person comments:	<p>An on-entry formative assessment was carried out in the first 2 weeks of Amelia starting at Dunspring Nursery (see individual progress review).</p> <p>At first, Amelia had difficulty separating from her mother but has now bonded with her key person.</p> <p>Amelia is often engaged in the free choice creative area within the nursery and particularly enjoys the gluing and sticking resources. Amelia uses the outdoor play space and spends a lot of her time in and around the garden area which has a number of small plants and trees. Amelia will often hum parts of familiar nursery rhymes and songs whilst she is in the garden.</p> <p>Amelia prefers to choose resources from the shelves and drawers rather than engage in the planned activities around the setting. Amelia will play by herself and if other children come near, she will often move away. Amelia is chatty with her key person but appears to be shy and unsure around the other children.</p> <p>Formative assessment and observations carried out on Amelia have shown she is not meeting expected levels of personal, social and emotional development for her age.</p>

Dunspring Nursery – on-entry assessment review		
Name: Amelia	Age on entry: 2 years 10 months	Key Person: J Lacton
Date of entry to nursery: 07/01/2019	Date of on-entry assessment: 21/01/2019	
 Personal, Social and Emotional Development Develop friendships with other children.	 Personal, Social and Emotional Development Thrive as they develop self assurance.	
Key Person Comments: Amelia will stand and watch the other children play but does not choose to join in with them.	Key Person Comments: Amelia can complete tasks such as pouring herself a drink or choosing a snack but will only do so if her key person is nearby.	
 Personal, Social and Emotional Development Grow in independence, rejecting help.	 Communication and language Use a wider range of vocabulary.	
Key Person Comments: Amelia often seeks the approval of her key person before she attempts a task.	Key Person Comments: When she is in the outdoor play space, Amelia will talk to her key person about what she is doing and uses very descriptive language.	
 Personal, Social and Emotional Development Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	 Communication and language Sing a large repertoire of songs. Know many rhymes.	
Key Person Comments: When Amelia chooses a play activity, she will happily play by herself. She is not yet engaging in play with other children even if her key person is there to encourage and support her.	Key Person Comments: Amelia is familiar with many of the songs and rhymes sung at the setting. When there is familiar nursery music playing, Amelia will often sing most of the words correctly.	
Key		
 Birth to three – babies, toddlers and young children will be learning to:	 3 and 4-year olds will be learning to:	 Children in reception will be learning to:

* SOURCE: **Development Matters**, Non-statutory curriculum guidance for the early years foundation stage, revised July 2021

Task 1	AOs 1, 2, 3 and 4
a) Create an early support plan that you would use to meet Amelia's development needs. You should make reference to your research findings in your plan. <p style="text-align: right;">[16 marks]</p>	
Conditions of the assessment: <ul style="list-style-type: none">task 1(a) must be completed in supervised conditionsyou will have access to your research materials. You will not have access to the internet or any other additional resource materials when completing your work for this taskyou will have a maximum of 3 hours to complete this task	
Evidence requirements: <ul style="list-style-type: none">word processed early support plan	
Submission: <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>Note: 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 Amelia.</p> <p>You should include an explanation of how the planned activity:</p> <ul style="list-style-type: none">• links to the wider curriculum• is underpinned by theory, concepts and pedagogy. <p style="text-align: right;">[25 marks]</p> <p style="text-align: right;">[Total marks: 51]</p> <p style="text-align: right;">[16 marks (task 1a) + 25 marks (task 1b)</p> <p style="text-align: center;">+ 4 marks for English, 2 marks for mathematics and 4 marks for digital]</p>	
<p>Conditions of the assessment:</p> <ul style="list-style-type: none">• task 1(b) must be completed in supervised conditions• you will have access to your research materials and your materials from task 1(a). 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 3 hours to complete this task	
<p>Evidence requirements:</p> <ul style="list-style-type: none">• word processed activity plan, including any resource designs	
<p>Submission:</p> <p>The following filename conventions should be used for all materials produced:</p> <p><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>Note: 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 and 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.</p> <p>You will have access to your own activity plan, and your 'Preparation for Peer Discussion' forms completed in task 2(a)(i). You will have 20 minutes to re-familiarise yourself with the activity plan and your forms, 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 2(a)(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;">[This part of the task is not marked]</p> <p>b) Use your 'Feedback from Peer Discussion' forms and reflect on the feedback that you have received. Use this feedback to write down how you will update your activity plan, referencing the feedback received during the peer discussion. Your tutor will provide you with a copy of your submitted activity plan from task 1(b).</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;">[9 marks]</p> <p style="text-align: right;">[Total marks: 9]</p>	

Conditions of the assessment:

For 2(a)(i):

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

For 2(a)(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 1(b) 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 with the rest of the group, who will collectively have up to 20 minutes to feedback on each student's activity plan

For 2(b):

- task 2(b) **must** be completed in supervised conditions
- you will only have access to your materials from task 1(b) and 2(a), 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 handwritten, 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 early support plan and activity plan for a discussion with your tutor in task 3(b). Your tutor will assume the role of the key person from the setting referenced in the brief. 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 early support 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 early support 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 3(a).</p> <p>As part of task 3(b), you will also be assessed on your communication skills. Your tutor will make an audio recording of the discussion.</p> <p>The main purpose of this task is to provide evidence of your verbal communication skills.</p> <p style="text-align: right;">[16 marks] [plus 2 marks for digital skills] [Total marks: 18]</p>	
Conditions of the assessment: <ul style="list-style-type: none">• you will have a maximum of 2 hours for part (a). For part (b), you will have 5 minutes to present the information referenced in the task and 10 minutes to answer the questions• 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	
Evidence requirements: <ul style="list-style-type: none">• presentation slides/word processed pro-forma (completed)• tutor's observation notes of the discussion• audio recording of the tutor discussion	
Submission: <p>The following filename conventions should be used for all materials produced:</p> <p><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>Note: Please request your provider and student number from your tutor.</p>	

Task 4	AOs 2 and 5
<p>You must now complete a reflective account.</p> <p>You should reflect on:</p> <ul style="list-style-type: none">• 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. <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 reflective account.</p> <p style="text-align: right;">[12 marks]</p> <p style="text-align: right;">[Total marks: 12]</p>	
Conditions of the assessment:	
<ul style="list-style-type: none">• you will have a maximum of 2 hours to complete your reflective account	
Evidence requirements:	
<ul style="list-style-type: none">• word processed reflective account pro-forma (completed)	
Submission:	
<p>The following filename conventions should be used for all materials produced:</p> <p><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>Note: Please request your provider and student number from your tutor.</p>	

This is the end of the external assessment.

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Owner: Head of Assessment Design

Change history record

Version	Description of change	Date of approval	Date of issue
1.0	Produced to support Summer 2021 teacher assessed grades		April 2021
1.1	NCFE rebranding		December 2021
v2.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v2.1	Sample added as watermark	November 2023	16 November 2023