



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

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 2 – Brief

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About this assignment

Introduction

This assignment is set by NCFE and administered by your provider over 4 days and 2 sessions. The times and dates will be specified by NCFE.

The assignment will be completed under supervised conditions.

You **must** complete **both** educational activities independently. You are required to sign a declaration of authenticity to confirm that the work is your own. This requirement is to ensure authenticity and to prevent potential malpractice and maladministration. If any evidence was found not to be your own work, it could impact your overall grade.

Save your work regularly as you work through the assignment.

You **must** submit the written work to your tutor / invigilator when you have finished each session.

Electronic files must use the following filename convention:

'(Provider_number)_(Student registration number)_Assignment_2_(Additional detail of document content if multiple documents are produced per case study)'

You should attempt to complete both educational activities.

Read the instructions provided carefully.

No internet access is allowed.

Student instructions

- Read the scenario and briefs carefully before starting your work.
- You **must** work independently and make your own decisions as to how to approach the educational activities within this assignment.
- You are **not** permitted to bring in or use any material unless explicitly told to do so in any preliminary material. Any material will be checked for suitability by your tutor / invigilator.
- 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.

Student information

- The combined marks from each of these educational activities will form your final mark for this assignment:
 - your tutor will explain how this time is broken down per educational activity and will confirm with you if individual educational activities are required to be completed across multiple sessions
 - at the end of each supervised session, your supervisor will collect all 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).
- The maximum mark for this assignment is 84.

- Access to course materials and other resources is **not** permitted.
- You can fail to achieve marks if you do not fully meet the requirements of this assignment.

Plagiarism and use of artificial intelligence (AI)

Plagiarism may result in the external / internal assessment 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 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 assignment, educational activity number and your student details. All information **must** be clearly legible (for example, front page and headers).
- Electronic files should be given a clear file name as per the filename conventions provided in the introduction section.
- 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 evidence.
- You **must** submit your evidence to the tutor / invigilator at the end of the session.

Timing

Educational activity 1: 2 hours

Educational activity 2: 2 hours

Individual activities **must** be completed within the time stated, therefore, be careful to manage your time appropriately.

The total time for the completion of assignment 2 is 4 hours.

Marks available

Educational activity 1: 42 marks

Educational activity 2: 42 marks

Total: 84 marks

Performance outcomes (POs)

The breakdown of the PO coverage across assignment 2 is shown below, with marks awarded against the POs as follows:

Assignment 2: educational activity 1

| | |
|--|---|
| PO1: Support and promote children's play, development and early education | [12 marks] |
| PO2: Develop relationships with children to facilitate their development | [6 marks] |
| PO3: Plan, provide and review care, play and educational opportunities to enable children to progress | [9 marks] |
| PO4: Safeguard and promote the health, safety and wellbeing of children | [9 marks] |
| PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development | [6 marks] |
| | [Educational activity 1 total: 42 marks] |

Assignment 2: educational activity 2

| | |
|--|---|
| PO1: Support and promote children's play, development and early education | [12 marks] |
| PO2: Develop relationships with children to facilitate their development | [6 marks] |
| PO3: Plan, provide and review care, play and educational opportunities to enable children to progress | [9 marks] |
| PO4: Safeguard and promote the health, safety and wellbeing of children | [9 marks] |
| PO5: Work in partnership with colleagues, parents, carers and other professionals to support children's development | [6 marks] |
| | [Educational activity 2 total: 42 marks] |
| | [Assignment 2 total: 84 marks] |

Assignment 2

Scenario

You are an early years educator working in the reception class in a rural school. The school has access to a forest school classroom within its grounds.

The topic for the next 3 weeks is **Magical Me**.

This topic involves the children learning more about themselves and each other, and may include:

- what makes us similar and different
- our families
- managing our own health and wellbeing
- our likes and dislikes.

One of the children, Safia, has English as an additional language (EAL). This means she uses her home language, Arabic, for linguistic and cultural reasons when with her parents but speaks English within the school setting. At times she uses words from both languages in the same sentence. Safia can be very quiet in class.

One of the other children, Noah, has recently joined the reception class and has not yet settled in or developed a friendship group. Noah demonstrates shy and reserved behaviour.

Brief

You have had a week to investigate the scenario. In your role as an early years educator, you are required to support the care, learning and development of all children. In order to do this, you will now write plans for activities to promote children's progression.

You must plan **two** educational activities that support areas of learning in the early years foundation stage (EYFS). **Both** educational activities will be planned to support children aged **4 to 5 years**. **Each** plan **must** be for an activity that is at least **20 minutes** in length on the topic of **Magical Me** (one for each educational activity).

Educational activity 1: one educational activity that **must** focus on **communication and language**.

Educational activity 2: one educational activity that **must** focus on **personal, social and emotional development (PSED)**, particularly **supporting children to manage their own health and wellbeing**.

Use the information above and knowledge from your preliminary investigation to write **two** educational activity plans. The educational activities must be appropriate to the age and individual needs of **all** children within the small group.

Your educational activity plans should be detailed and self-explanatory so they can be used by another occupationally competent early years educator who has **not** seen them before.

All relevant considerations should be made clear, including:

- learning objectives linked to the EYFS
- opportunities for holistic development
- the early years educator's role, including working with others

- links to theoretical and philosophical approaches
- pedagogical strategies used in supporting children’s learning and development
- characteristics of effective learning
- opportunities for observations to inform next steps.

[(42 + 42) 84 marks]

[Educational activity 1: 42 marks]

[Educational activity 2: 42 marks]

[Total: 84 marks]

Resources

For this assignment, you will have access to the following:

- this brief.

In addition to this assignment in your folder, you can access the following documents:

- Department for Education (DfE) – Early years foundation stage (EYFS) statutory framework (2024)
- DfE – Development Matters: Non-statutory curriculum guidance for the early years foundation stage (2023)
- Birth to 5 Matters: Non-statutory guidance for the early years foundation stage (2021).

Evidence required for submission to NCFE

The following evidence **must** be submitted to your tutor / invigilator:

- Educational activity 1: one completed educational activity plan
- Educational activity 2: one completed educational activity plan.

All evidence **must** be saved securely by your tutor / invigilator.

Change history record

| Version | Description of change | Approval | Date of issue |
|---------|---|---------------|---------------|
| v1.0 | First published version | 09 May 2025 | 16 June 2025 |
| v2.0 | Inclusive change development: branding, headers and footers and copyright updated / moved. Evidence required instructions changed to read - The following evidence must be submitted to your tutor / invigilator. | 26 March 2026 | 30 April 2026 |

SAMPLE

Document information

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