T Level Technical Qualification in Education and Childcare

Employer-set project (ESP)

Early Years Educator

Project brief

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 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 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 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
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 1a (Early support plan)	4	8	4			16
Task 1b (Activity plan v1)	4	15	6			25
English, mathematics and digital skills				10		10
Task 2						
Task 2b (Activity plan v2)* ***Task 2a is not marked**		6			3	9
Task 3						
Task 3b (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 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** 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*–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 at www.qualhub.co.uk.

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 nursery that you work for has been informed that one of the children within the setting is not making the expected levels of progress. The child is 37 months old. As a result of these developmental concerns, the key worker has been notified and will continue to monitor and support the child's holistic development.

You have been asked to work with the key worker to support the child's communication skills. You are required to undertake research that will inform your practice to effectively support the child's holistic development.

Consideration must be given to:

- 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 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 employed in a school nursery which currently has 22 children attending. The school is based in an inner city area which has a high rate of unemployment.

You have been asked to work with a key worker to support the specific developmental needs of George, one of the children attending the school nursery; George is aged 37 months.

When George joined the nursery, a brief on-entry assessment was carried out with the involvement of his parents. An extract of this assessment has been made available for you. This shows his current level of development across a range of areas. George's profile notes are also included with the assessment information, which outline background information gathered by his key worker.

You are required to analyse this information in order to plan how you will support and develop his communication. This should include some activities focused on his literacy skills. The approach will be shared with and approved by the key worker.

Regular informal reviews will take place to assess George's ongoing progress and the key worker will formally review George's development after 6 weeks.

Child profile

Setting	Elkwood Nursery
Name	George
Age	37 months
Family background notes	George lives at home with his mum, dad, older brother aged 5 and younger sister aged 6 months. The family are bilingual, speaking both English and German. George and his mum have regularly attended pre-school activities including 'Little Movers' (singing, dance and rhyme), swimming with 'Water Babies' and weekly visits to the local library. George entered Elkwood nursery at the beginning of the Autumn term on 04/09/2018. Prior to this, George was cared for full-time at home by his mum.
Health and wellbeing notes	2 year check recommended monitoring of speech, language and communication development. George is a happy child with no health issues.
Other professional involvement	Health visitor
Key person comments	An on-entry development review was completed in the first 2 weeks of George joining Elkwood Nursery (see Individual Progress Review). George is happy in the setting and enjoys dinosaurs as a theme. He is able to move in different ways and when outside likes running, jumping and playing in the sandpit. George is inquisitive about nature and enjoys time in forest school; this type of environment seems to be one where George feels most comfortable. George also enjoys spending time in the home corner and actively using his imagination during play. George is reluctant to join in with nursery rhymes and shows little interest in books or sharing favourite stories. George rarely visits the mark making area in the literacy corner. George holds a pencil using the palmer grasp. George's holistic development has been observed against the Early Learning Goals; it was noted that George is not meeting the expected milestones in relation to literacy. George has settled in well to the nursery and has made friends with other children.

Elkwood EYFS Individual Progress Review

Name: George Fuller	**Age:** 37 months	**Key worker:** K. Pierce
Date of entry to nursery: 04/09/2018	**Date of on-entry assessment:** 18/09/2018	

Age in months	Personal, social and emotional development			Physical development		Communication	Literacy	
	Making relationships	Self-confidence and awareness	Managing feelings and behaviour	Moving and handling	Health and self-care	Speaking and listening	Reading	Writing
0–11								
8–20								
16–26						2	1	1
22–36		2	3					
30–50	2			3	2			
40–60								

KEY:		
1 = Working towards	2 = Partially achieved	3 = Fully achieved

Task 1	AOs 1, 2, 3 and 4

a) Create an early support plan that you would use to meet George's development needs.

You should make reference to your research findings in your plan.

[16 marks]

Conditions of the assessment:

- Task 1a **must** be completed in supervised conditions.
- You 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 Task.
- You will have a **maximum** of 3 hours to complete this Task.

Evidence requirements:

- word processed early support 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 1	AOs 1, 2, 3 and 4

b) Create an activity plan that you could use to support George.

You should include an explanation of how the planned activity:

- links to the wider curriculum
- is underpinned by theory, concepts and pedagogy.

[25 marks]

[Total marks: 51]

**[16 marks (Task 1a) + 25 marks (Task 1b)
+ 4 marks for English, 2 marks for mathematics and 4 marks for digital]**

Conditions of the assessment:

- Task 1b **must** be completed in supervised conditions.
- You will have access to your research materials and your materials from Task 1a. 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.

Evidence requirements:

- word processed activity plan, including any resource designs.

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 2	AOs 2 and 5

You must discuss your proposed activity plan with your peers to support your planning of the activity.

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.

   Hand in your 'Preparation for Peer Discussion' forms to your Tutor.

a) ii) Your Tutor will put you into your peer discussion groups.

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 forms, before beginning the group discussion.

Each group member will take it in turns to share their activity plan and receive feedback from the group.

When you give feedback on other students' activity plans, you must use the 'Preparation for Peer Discussion' forms completed in Task 2a (i).

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.

[This part of the Task is not marked]

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 the feedback received during the peer discussion. Your Tutor will provide you with a copy of your submitted activity plan from Task 1b.

You must justify the feedback that you decided to act on, as well as the feedback that you decided not to use.

[9 marks]

[Total marks: 9]

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 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

a) You must prepare to present an overview of your early support plan and activity plan for a discussion with your Tutor in Task 3b. 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.

b) You must discuss with your Tutor the information prepared in Task 3a.

As part of Task 3b, you will also be assessed on your communication skills. Your Tutor will make an audio recording of the discussion.

The main purpose of this Task is to provide evidence of your verbal communication skills.

[16 marks]

[plus 2 marks for digital skills]

[Total marks: 18]

Conditions of the assessment:

- 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.
- 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:

- presentation slides/word processed pro-forma (completed)
- Tutor's observation notes of the discussion
- audio recording of the Tutor discussion.

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 4	AOs 2 and 5
You **must** now complete a reflective account. You will need to communicate how you have achieved the expected outcomes. You will need to provide evidence of analysis and evaluation in your reflective account. A pro-forma has been provided for you to complete, which will support the planning of your activity. **[12 marks]** **[Total marks: 12]**	
Conditions of the assessment: • You will have a maximum of 2 hours to complete your reflective account.	
Evidence requirements: • word processed reflective account pro-forma (completed).	
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.	

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021