



T Level Technical Qualification in Education and Childcare

Employer-set project (ESP)

Supporting and Mentoring Students in Educational Settings

Pro-formas

v1.4: Specimen assessment materials
March 2022
603/5829/4

Internal reference: EAC-0004-01

Task 1 –Planning

The following forms are for use in Task 1.

- **1a** Intervention Plan
- **1b** Personal Development Plan

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

Task 1a – Intervention Plan

Copy this template to complete your intervention plan

Mentee name		Mentee's strengths and interests		
Mentee's Age		Mentee'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) – Personal Development Plan

Copy this template to complete your personal development plan

Name	
Learning needs <ul style="list-style-type: none"> • Setting academic goals • Setting personal goals 	
Strengths <ul style="list-style-type: none"> • What does the individual do well? • What has been successful in the past? 	
Weakness <ul style="list-style-type: none"> • What could the individual improve? • Are there poor learning habits? 	
Opportunities <ul style="list-style-type: none"> • What can the individual access to achieve? • Who could support the individual in their opportunities? 	
Threats <ul style="list-style-type: none"> • What will limit the individual's success? • Are there institutional policies/procedures which may impact the individual? 	
Planning <ul style="list-style-type: none"> • Meeting deadlines • Using feedback 	
Intervention <ul style="list-style-type: none"> • What interventions will help? • Who can support the intervention? 	

Review <ul style="list-style-type: none">• What has been successful in the past?• What has been unsuccessful in the past?• What can the future look like?	
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Task 2(a) – peer discussion for personal development 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 below 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:	
Personal development plan:	
Date:	

State one aspect of the student's PDP that you thought would work well and why.
Prepare one question to ask about the student's PDP. 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 PDP could be improved.

The tutor must sign this piece of work for the purposes 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 allow completion 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 PDP and why.

Questions you were asked by your peers.

Examples of how your peers think that your PDP could be improved.

Task 3 – tutor discussion

Note: The spaces provided below are **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 presenting and justifying your planned approach and PDP. 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/intervention plan:

Details of your PDP:

How your PDP 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 Lily's progress
- how well you feel your planned approach and/or PDP meets a specific element of the brief

You can use this information to support your response to questions asked. You must ensure you are able to capture an audio recording to submit as evidence.

Task 4 – reflective account

Note: The spaces provided below are **not** indicative of length of response required. However, you should consider the recommended word count stated for this task as well as the time limit stated in the 'Conditions of the assessment' section of the task.

You should consider the following areas when completing this task:

- how well you felt that you conveyed your planned approach and PDP in your presentation, including questions answered
- how well you feel, since completing task 1, that you will meet the anticipated outcomes of your approach
- how you would improve any element of your work, including working collaboratively with peers, for future practice.

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		April 2021
v1.1	Pro forma for Task 1 added following provider feedback		April 2021
v1.2	NCFE rebrand.		September 2021
v1.3	Key vocabulary and form update		January 2022
v1.4	ODSR_EC_385 Terminology update	February 2022	March 2022