

Chief Examiner's Report

**T Level Technical Qualification in
Education and Early Years (Level 3)
(603/5829/4)**

**Autumn 2023 – employer set project
(ESP) (Early Years Educator and
Assisting Teaching)**

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Assessment dates: 06 November 2023 to 24 November 2023

Paper number: P002185 and P002186

This report contains information in relation to the externally assessed component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally as well as any areas where further development or guidance may be required, to support preparation for future opportunities.

Key points

- grade boundaries
- standard of student work
- evidence creation
- responses to the external assessment tasks
- administering the external assessment

It is important to note students should not sit this external assessment until they have received the relevant teaching of the qualification in relation to this component.

Grade boundaries

Raw mark grade boundaries for the series are:

	Overall
Max	90
A*	77
A	68
B	59
C	50
D	42
E	34

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are converted to uniform marks scale (UMS), and the aggregation of the core component, please see refer to the Qualification Specification.

Standard of student work

There was a clear understanding from students regarding what was expected for these assessments. There were many positive responses seen, which demonstrated that students were able to apply their knowledge and understanding appropriately to the various tasks included within this assessment.

Evidence:

- task 1 (a) (intervention plan/early support plan)
- task 1 (b) (activity plan)
- English, mathematics and digital skills
- task 2 (amended activity plan)
- task 3 (discussion with tutor)
- digital skills
- task 4 (reflection)

Students must be made aware of how the assessment objectives (AOs) are implemented in marking the project so they understand the level of performance that will achieve high marks. Students awarded with higher marks could write coherently with both depth and detail in response to the project brief. Some students lacked precision in their responses or produced responses that lacked depth in terms of demonstrating the core skills and, in turn, this limited marks awarded.

The most effective plans clearly addressed the child's holistic development and support needs, rather than being generic in approach. Students gained higher marks by providing highly detailed, accurate and concise information, making clear links to the project brief and demonstrating a sound understanding of the child's needs and how to meet them, supported with highly justified responses.

Evidence creation

Students completed these assessments electronically, with providers submitting completed student evidence using secure upload links provided by NCFE. Providers must ensure all submissions are thoroughly checked for completeness prior to submission to NCFE. All providers used the pro-forma's effectively, making it easier for evidence to be viewed and for marks to be awarded consistently.

Task 3: the tutor discussion

Although it was not a requirement for this window, for the summer window there will a requirement for video evidence to be submitted for this task. Where video recordings were submitted, which were mostly of a high quality, they made it clear for examiners to judge the quality of communication skills, core competencies and the overall discussion.

Tutors must make a judgement around the communication skills of students using the tutor observation form provided; the tutor observation form should then be submitted, as this can be considered by the examiner when awarding marks.

Responses to the external assessment tasks

Task 1: early support plan/intervention plan

Task 1 (a) In this task students are required to consider all aspects of the project brief and create an intervention plan/early support plan. The plan should be based on the detailed project brief and the Early Years Educator ESP Task 1 Pro-forma and Assisting Teaching ESP Task 1 Pro-forma/template that is provided for the task. Most students were clear in their responses and were able to demonstrate the core skills, as demonstrated below.

Task 1(b) Students gained marks by providing creative, accurate and concise information on the activity plan that met the task requirements, using information from the early support plan/intervention plan and making consistent links to the project brief. Most students created activity plans with a proficient level of detail and a reasoned selection and justification of resources to be used. There were excellent references of relevant educational theories, concepts and pedagogies underpinning the activity plans. There were some coherent and well-considered examples of planned tasks, demonstrating that students were well prepared for the assessment. Most evidence showed an understanding of appropriate practice and correct vocational terminology.

The activity plan produced should be fit for purpose in terms of its depth and functional in terms of the subject, purpose and audience (in this case, to be used by practitioners in a setting). Professional language/terminology should be used throughout the assessment tasks. For example, the terms 'kids' and 'punishment' are informal and unprofessional terms in relation to the context and are discouraged from being used.

To meet the AOs and the project brief, students are required to demonstrate the four core skills:

Core skill 1

Students should demonstrate how they would plan and communicate information clearly to engage children and young people. For example, the instructions given to the child to ensure understanding and engagement in the activity and ensuring that communication is age- and stage- appropriate, such as giving clear instructions, use of body language and modelling.

Core skill 2

Students should work with others to plan and provide activities to meet children's and young people's needs. The plans should include ways to work in partnership with parents, key person/practitioners, and other professionals, as identified in the project brief, such as communication, planning together, sharing information and strategies.

Core skill 3

Students should use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities, as well as identifying other opportunities for formative and summative assessment to track children's progress to plan and shape educational opportunities, such as specific methods of observation and assessment activities.

Core skill 4

Students should consider how they assess and manage risks to their own and others' safety when planning activities. A relevant understanding of hazards and risks was identified; these should relate to the activity rather than state generic hazards. Students achieving higher grades were able to give a detailed risk analysis with reference to relevant hazards, risks and control measures. They explained the practical application and, in some cases, underpinned their plan with relevant policies and procedures, or legislation.

Task 1: English, mathematics and digital skills

Maths skills were demonstrated through the skills of processing the data on the project brief. Most students were able to make sense of and interpret the information provided.

Digital skills were used to present information clearly using word-processed plans. Further evidence could include the design of learning materials and examples of how to record and track children/young people's attainment.

English: Most students presented their evidence in a clear format, and many were effective and creative in their written tasks, showing confident application of written skills. There was effective use of technical terminology.

Students are advised to proofread their work for accurate spelling, grammar and punctuation before submission, as avoidable errors were noted which, at times, did impact on ability to achieve all available marks.

Task 2: Most students carefully revised and redrafted their plan following peer feedback. Reflection and evaluation were then used to inform the updated activity plan. Students should clearly reference each piece of feedback received in their summary of changes, showing justifications in their responses; this was observed where students highlighted the feedback on the plan in bold, or where they included a summary of the feedback at the bottom of the plan. Some plans had few amendments and no justification; they simply stated the feedback that had been received from the feedback peer discussion forms. Students achieving higher marks referred clearly to the peer feedback they had used and why. Furthermore, they included the feedback they chose not to include, and the rationale for this.

Task 3: The main purpose of this task is to provide evidence of the students' verbal communication skills. It is to be noted that this task requires a discussion and not just a presentation. Where students simply read from a PowerPoint or notes, they were not able to achieve the higher marks. The tutor should assume the role of the key person/practitioner from the setting referenced in the project brief.

Students gained marks by fully answering questions and providing explanations of their knowledge in relation to practice during the discussion. Many of the students were highly confident in the way they presented their answers. Some students were nervous in the discussion and their confidence was affected by this. In preparation for this task, the allocated time could include practising the verbal delivery of their content. Where the discussion and questioning exceed the allocated time, the examiner will stop marking, as stated in the Tutor Guidance.

Some discussions were recorded with accompanying notes and showed that students had prepared well for the discussion. Students gained marks by fully answering questions and providing explanations of their knowledge in relation to practice during the discussion. Many of the students were confident, and this was clearly evidenced where the video evidence was submitted, as stated in the Assessment Guidance.

Common issues concerning tutor questioning was identified. For example, some students did not understand the questions correctly. The discussion with the tutor may require the tutor to prompt or reword the questions to support clarity; some tutors gave little or no guidance and reassurance, which affected the student's overall confidence. Students are not permitted to have access to the tutor questions before the task.

Digital skills were clearly demonstrated when work was presented using PowerPoints presentations and word-processed work in preparation for the tutor discussion.

Task 4: Students gained higher marks when they showed analytical and evaluative skills in their reflective account, particularly when they were identifying improvements to their own knowledge, planning skills and future practice. Some evaluations were basic or very descriptive statements and some did not include any reference to improvements made and this limited marks awarded for this task. Some students reflected on their communication with the child, and not on the quality of their own communication skills.

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#).

Students must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery \(QSID\)](#).