



T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Early Years Educator and Assisting Teaching

Task 3 (b) – tutor discussion questions

Pro-formas

EYE paper number: P002185

AT paper number: P002186

v1.0

November 2023

603/5829/4

T Level Technical Qualification in Education and Early Years Employer set project (ESP)

Task 3 (b) – tutor discussion questions

Pro-formas

Task 3 (b) – tutor discussion questions

Contents

Task 3 (b) – tutor discussion questions	3
Task 3 (b) – tutor observation notes	4
Document information	5

Task 3 (b) – tutor discussion questions

The role of the tutor in this assessment is to ask questions of the student. The questions the tutor must ask are detailed below. The tutor **must not** offer suggested answers or lead the student. However, the tutor can ask prompt questions or reword the questions below to support clarity for students. This must only be done after giving the student a chance to ask for clarification. Prompts cannot introduce new information; they are a way to support the student to understand the question. The tutor may also clarify with the student if they are happy with their response, this can only be done to progress with the discussion (for example, on to the next question). In addition to this, the tutor must make a judgement against the descriptors and provide commentary around how well the student has verbally communicated.

Student name	Student ref number	Date of observation
Assessment series:		November 2023
<p>Welcome/Introduction</p> <p>To include a high-level description of the layout of the assessment: for example, there are four questions, and I will be making notes of responses. The digital presentation will be recorded and submitted as audio-visual evidence, alongside my notes, for this task.</p>		
<p>Question 1:</p> <p>EYE: Explain how your approach is informed by your knowledge of children’s physical development.</p> <p>AT: Explain how your approach is informed by your knowledge of progress in reading.</p>		
<p>Question 2:</p> <p>(a)</p> <p>EYE: Describe some examples of how you would communicate with Lily, based on the information given in the brief.</p> <p>AT: Describe some examples of how you would communicate with Jessica, based on the information given in the brief.</p> <p>(b)</p> <p>EYE: Describe the communication techniques you would use to encourage Lily to join in with the planned physical activities in the setting.</p> <p>AT: Describe the communication techniques you would use if Jessica did not concentrate during story sessions.</p>		
<p>Question 3:</p> <p>EYE: Explain how well you feel your strategy promotes the development of Lily’s gross motor skills.</p> <p>AT: Explain how well you feel your strategy supports Jessica’s progress and confidence in reading.</p>		

Task 3 (b) – tutor observation notes

Tutor observation notes:					
Where applicable, please tick against each communication skill (one per skill).					
	Band 0	Band 1	Band 2	Band 3	Band 4
	Not evidenced or evidence below Band 1.	Minimal contribution, minimal summary, minimal understanding, minimal responses.	Limited contribution, limited summary, limited understanding, limited responses.	Confident contribution, appropriate summary, appropriate justification, appropriate responses.	Highly confident contribution, detailed summary, clearly articulated justification, detailed responses.
Active listening					
Leads and moves discussion forward					
Asks and responds to questions for clarification					
Expresses informed opinions					
Recognises the role of audience					
Any other tutor comments:					

Document information

All the material in this document is © NCFE.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design.