



T-LEVELS
THE NEXT LEVEL QUALIFICATION

T Level resource improvement project

**Supporting holistic delivery: developing learning
activities to integrate core and occupational
specialism content in T Level: Education and
Childcare**

Association of Colleges is working in partnership with the Education and Training Foundation to deliver this offer. This programme is funded by the Department for Education.

Context

In teaching T Level Education and Childcare, the challenge for many teachers is to link the required core knowledge and understanding to the occupational specialism (OS). Teachers need to develop learning sessions and activities that will allow learners to practise using their knowledge in situations they will face in the workplace. Many learners choose Education and Childcare because they like the practical activities involved in working with children. Linking the OS, where appropriate, early in the two-year course will motivate learners to make connections between the required knowledge content and its application to their chosen area of study or future professional career. It will prepare them for their industry placement (IP), enabling them to contribute from its early stages.

Some learners find the legislation element of the T level course demanding and uninteresting if it is delivered in a mundane way. By linking to the OS, teachers can present the topic in a much more interesting way and can support learners in understanding its crucial importance.

When scheduling the delivery of theme one legislation, it is important that the provider ensures that learners will have been in placement for an appropriate length of time. This will enable learners to understand where to find placement policies and procedures, to carry out their initial roles and to recognise links between legislation, policies and procedures.

Allocated assessors (using IP guidelines) will observe learners . Learners will need to demonstrate OS skills linked to knowledge and understanding of legislation, policies and procedures, and their role and responsibilities as a practitioner.

Session plan one

Learning objectives	By the end of the session, learners will be able to: 1. identify the starting point and processes for approving legislation 2. identify at least 10 different pieces of legislation used in childcare and education 3. explain what legislation is and how it is used in childcare and education, using real-life examples 4. explain what policies and procedures are 5. create a glossary of terms for future reference			
Occupational specialism	Learners will begin to: • identify different policies and start to make links to occupational specialism, for example, EYFS 2021 (K1.1, K1.7, K1.9 and S1.21) and Equality Act 2010 (S1.26 and S.3.4)			
Timing	Tutor activity	Learner activity	Resources	Competencies: English, Maths and Digital
0–15 minutes	Make links to: • CE 3, CE 10 and CE 11 • general competencies • study and work skills Outline the aims and learning objectives of the session	PowerPoint slides Set (SMART) targets Discussion in pairs and feed back to class – show understanding of legislation using examples from own experience, for example, smoking, vaping, learning to drive or drinking alcohol	PPT 1–11	E4 – summarise information E5 – glossary of unknown terms E6 – discuss effectively M7 – timeline of legislation M8 – use data in presentations

	Ask questions to check for understanding during delivery			D1 – use technology, websites and research skills D3 – give presentations and communicate information digitally
15–20 minutes	Provide introduction to legislation and the process of making legislation: • discussion • directed Q&A	PowerPoint slides Read, extract pertinent points and summarise information succinctly Take notes and apply knowledge through questions and answers Summarise information in a paragraph for revision	PPT 12	
20–50 minutes	Instruction and video. Introduce learners are introduced to the concept. NB: videos produced by the UK Government could be used as flipped learning activities, that is, learners could watch the videos before the lesson in preparation.	Slide 14 – make notes while watching the video. Then, check understanding and review notes before writing up for later use.	PPT 13-14 PowerPoint slide containing key knowledge and diagrams https://www.parliament.uk/about/how/laws/ (1:19 minutes long)	

	Legislative process instruction: step-by-step – brief steps in the process – foundation knowledge. Although it is not this process, step by step, learners require a foundation knowledge so that they understand that legislation does not just happen, that there is a reason behind it and that laws are not enacted to make life difficult. Examples: Safeguarding S3.9 – the learner must be able to recognise indicators that suggest there may be causes for concern regarding a child's development (safeguarding legislation and SEND) Children Act 2004 and Victoria Climbié	Share policies from IP	PPT 15–16	
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	Change in mobile-phone policy brought about by the case of Vanessa George – from Angel to Paedophile – and Little Ted's Day Nursery in Plymouth			
50–55 minutes	Knowledge check of instruction phase. Learners review own targets – brain breather to collate thoughts – direct questions to learners to reinforce learning regarding legislation, the process of legislation and why it is necessary to have legislation (law of the land). While learners may only relate legislation to their own personal experiences at this stage, for example, smoking, vaping and driving, the tutor needs to help them to understand the importance of reading,	Multiple choice, true or false and diagram recognition questions. Self-assessment of responses to questions.	PPT 17	

	understanding and applying legislation in the workplace.			
55–70 minutes	Questioning – directed as appropriate Print slide listing all 19 pieces of legislation that are included in the three CEs (as in slide 3) so that learners can refer back to it when required	Answer questions. Identify and share some of own experiences – knowledge and recall Read handout Link handout to the policies gathered in the workplace (or examples shared by teacher) – this will be dependent on experience in placement setting	PPT 18 Handout	
70–85 minutes	Display the Health and Safety at Work government website information Health and Safety at Work etc Act 1974 – legislation explained (hse.gov.uk) Introduce the concept of policies and procedures. Exemplars from education and childcare settings can be found on individual websites or from the Professional	Answer question on PowerPoint slide Work in pairs to share responses, critique and redraft them Apply knowledge to childcare context: learners consider how they would explain... Exemplar to be given to learners – Find the Act that the early-years setting policy and procedures link to (usually included in a summary at the end or in the main narrative of the exemplar). The early-years settings in the area should have a list of policies, for example, Policies –	PPT 19–20 Health and Safety at Work etc Act 1974 – legislation explained (hse.gov.uk) Professional Association for Childcare and Early Years PACEY National Children's Bureau (ncb.org.uk) Policy updates early years alliance (eyalliance.org.uk)	

	Association for Childcare and Early Years PACEY . This requires paid membership but individual settings may be members. The National Children's Bureau (NCB) National Children's Bureau (ncb.org.uk) may also assist with this. See also Policy updates early years alliance (eyalliance.org.uk)	Busy Bees Nursery School (busybees-nurseryschool.co.uk) Guidance may be produced by the Government to cover specific issues that arise and need to be dealt with quickly, for example, https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures Link Government guidance to own experience of Covid and changes in the ways in which things were done in their school	Policies – Busy Bees Nursery School (busybees-nurseryschool.co.uk) https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures	
85–90 minutes	Review and close – set up for next session	Legislation – law Policies – find in setting Procedures – things that you do Homework: glossary of terms – identify new words and phrases and ensure meaning is understood for future reference and exam questions – key terminology	PPT 21–24	

Resources to support this session plan: PowerPoint presentation

Session plan two

Learning objectives	By the end of the session, learners will be able to: 1. summarise two pieces of legislation 2. explain the purpose of these two pieces of legislation 3. link a case or cases explaining why the legislation was processed 4. link to education and childcare, for example, health and safety and spills on floor 5. create a factual presentation to deliver to their peers 6. discuss the information with their peers, reflect and amend the information			
Occupational specialism	Learners will begin to: • model and promote positive behaviours expected of children (behaviour policy) (S2.19) • recognise indicators that may suggest there are causes for concern and follow policies and procedures (safeguarding and SEND) (S3.9) • understand the concept of a balanced diet (K4.8) • carry out risk assessments (S4.14) • plan a range of daily care routines (S4.19) • ensure prevention and control of infection (S4.23) • respond appropriately to emergencies (S4.24) • support health and well-being (K4.3, K4.4, K4.5, K4.6, K4.7, K4.8, K4.9, K4.10 and K4.11) • ensure needs are met and keep accurate and coherent records (data protection) (S4.16) • maintain friendships (S4.18) • promote healthy lifestyles by providing healthy snacks and promoting self-care – dignity, independence, confidence and resilience (S4.21) • respond to common illnesses (S4.22)			
Timing	Tutor activity	Learner activity	Resources	Competencies: English, Maths and Digital
0–10 minutes	Ask questions:	PowerPoint slides containing images	PPT 25–29	E2 – SpaG

	• What can you remember? • Which of the following... Prior-learning check: ask learners to recall questions about... Present the aims and learning objectives of the session	Assessment of prior knowledge of...		M7 – timeline and timing of presentation, meeting deadline D1 – learner choice of digital media for presentation
10–25 minutes	Legislation Handout: give list to learners – most link to safeguarding and health and safety in session 4 (health and safety, and well-being (CE3), equality and diversity (CE10) and SEND (CE11)) When asking learners to carry research, ensure that each of the 3 CEs are covered sufficiently.	Read handout Identify legislation for CE 3, CE 10 and CE 11	PPT 30 Handout	

	Safeguarding, health and safety, and well-being is included in numerous pieces of legislation and should be covered generally. The tutor may need to provide further information but main pieces of legislation should be researched by learners. Examples: Health and safety, and well-being: Health and Safety at Work etc. Act 1974, Children Act 1989 and 2004, and Working Together to Safeguard Children 2018 Equality and diversity: Equality Act 2010 and GDPR 2018, United Nations Convention on the Rights of a Child 1989 Special educational needs: SEND Code of			
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	Practice 0–25 Years 2015			
25–45 minutes	Presentation information and instruction Information learners need in presentation – factsheet should accompany presentation and be used for timeline of legislation display. Link IP guidance relating to assessors. Allocated assessor will observe and evidence OS skills linked to health and safety, safeguarding, data protection, confidentiality – care routines, planning – links with Early Years Foundation Stage 2021; how to keep children safe, how to keep children healthy, sleep routines, physical	Link to own practice and give examples of what they do in their own setting PPT 32 – discuss different sources of information, rather than relying on the tutor to provide the answers. Encourage learners to use this method – practice will ensure that they become confident in using different ways to source information. They may initially need guidance on this, but once they are confident in their research skills, they will be able to find relevant information on their own. This encourages and improves life skills like independence, resilience, autonomy,	PPT 31–34 Learners prepare a factsheet for their colleagues	

	activity, nutrition and infection control – PO4 – will have specific detail – see SOL and performance outcomes (knowledge and skills) in the qualification Give each learner two pieces of legislation as maximum coverage over legislation for each CE Provide guidance for individual learners in research and digital skills	confidence and self-esteem. PPT 33 digital skills – encourage learners to explore different digital media to convey information, fostering independence and autonomy		
45–75 minutes	Question learners to check for understanding during delivery – this is a good opportunity to use questioning to assess learner understanding of what they are experiencing in their IP and to encourage them to share their experiences	Read information on PowerPoint slides. It would also be useful to ask learners to discuss their current awareness of these... (or ask them to research the conditions prior to the lesson). Learners need to be encouraged to ask to see the policies and procedures in their	PPT 34	

		setting to add to their information and establish links to everyday practice and procedures		
75–90 minutes	Knowledge check of instruction phase. Check progress of individual learners and give guidance and support as necessary and appropriate	Apply key knowledge to real-life situations	PPT 35–36	

Resources available to support this session plan: PowerPoint presentation, multiple-choice quiz

Session plan three

Learning objectives	By the end of this session, learners will be able to: 1. present relevant legislation information as instructed 2. identify their own skills in practice, for example, what snacks do they give the children and S4.21 how do they promote healthy lifestyles and S4.23 the prevention and control of infection? 3. engage in discussion about the legislation presented 4. give feedback to other presenters 5. reflect on information presented and make improvements to factsheets 6. create a timeline of legislation display in the classroom, which will be updated as the course continues			
Occupational specialism	Learners will begin to: • planning activities (S1.21) • promote equality (S1.26) • facilitate care and risk assessments (S1.34) • understand the need for confidentiality (S5.5)			
Timing	Tutor activity	Learner activity	Resources	Competencies: English, Maths and Digital
0–15 minutes	Starter activity: Preparation for presentation Learners must link their practice (skills) to OCs like S4.21 (promote healthy lifestyles as detailed in the Early Years Foundation Stage) and S4.23 (ensure prevention and control of infection)	Prepare for presentation Use PowerPoint slide 40 to check that all relevant information has been included in the presentation	PPT 37–42 Factsheets Feedback sheets for learners to give to their peers at the end of their presentations	E2 – communication skills, presenting information and ideas M1 – meet deadlines and timings for presentation

			Teams or other appropriate central virtual learning environment (VLE) storage space	D3 – use digital skills for presentation and communication of factual information, produce materials for display
15–70 minutes	Delivery of presentations by learners: Engage learners with all presentations by giving them feedback forms to complete, which will help their peers to reflect on their presentations and makes amendments Learners need to ensure that they makes links to their own practice (knowledge and skills), for example S5.11 (the learner must be able to deliver education, health and care plans, in consultation with children’s families, colleagues and external services – SEND) Values: respect and tolerance of other abilities Study/work skills: work together as a team Give feedback to learners to help them reflect on the content of their presentations and the skills they have developed Collate information ready for classroom display	Watch and listen to presentations, making notes and asking questions at appropriate times to add to their knowledge and understanding Sharing experiences Prepare a factsheet for their peers		
70–80 minutes	Summarising what has been shared:	Discussion	PPT 33–44	

	Collate information ready for classroom and display			
80–90 minutes	Activity relating to exam question about legislation: Run through the questions before providing detailed explanations in the next session. Tell learners that their setting’s policies and procedures will be needed for the next session (session 4) Learners should find them (they may be found on websites) and bring them to the next session	Homework: learners attempt the questions in their own time and are ready to share them during the next session Exemplar exam questions will be provided from NCFE resources	Link to exam question	

Resources available to support this session plan: PowerPoint presentation, feedback forms and exemplar exam questions

Session plan four

Learning objectives	By the end of the lesson, learners will be able to: 1. continue display in classroom 2. recall information from the different pieces of legislation 3. identify their setting's policies and procedures that are relevant to CE 3, CE 10 and CE 11 4. compare and contrast different settings' policies and procedures 5. describe the daily procedures carried out and make relevant links to policies and legislation (S4.9) 6. explain how their settings' policies and procedures are relevant to each CE			
Occupational specialism	Learners will begin to: • planning, pedagogical strategies and EYFS (S1.21) • anti-discriminatory practice and Equality Act 2010 (S1.26) • facilitate care and educational play outside (risk assessments) (S1.34) • display positive behaviour (behaviour policy) (S2.19) • recognise indicators that cause concern regarding a child's development (S3.9) • recognise indicators that causes concern (SEND and safeguarding) (S3.4)			
Timing	Tutor activity	Learner activity	Resources	Competencies: English, Maths and Digital
0–10 minutes	Aims and objectives		PPT 46–49	E4 – summarise information
10–20 minutes	Introductory activity: Collect the anonymised responses to the exam question. Return the responses to learners at the end of session 4 to develop them further	Give quick verbal feedback on how confident they felt about their responses to the question	PPT 50	E6 – discuss effectively M7 – interpret and represent

				mathematical diagrams (flow chart)
20–60 minutes	Recall session 1: Display the Health and Safety at Work government website information Health and Safety at Work etc Act 1974 – legislation explained (hse.gov.uk) Introduce the concept of policies and procedures. Exemplars from education and childcare settings can be found on individual websites or from the Professional Association for Childcare and Early Years PACEY. This requires paid membership but individual settings may be members. The National Children’s Bureau (NCB) National Children’s Bureau (ncb.org.uk) may also assist with this. See also Policy updates early years alliance (eyalliance.org.uk) Activity relating to legislation, policy and procedures – knowledge check, OS and skills at work	Link to the exam question – what did they miss? Collate information in summary form for classroom display, identify gaps and plan how to fill them Flow chart Legislation Policy Procedure	PPT 51–60	D1 – use digital technology and media effectively, create flowcharts for display
60–85 minutes	Activity relating to exam question	Discussion and explanation of responses to the exam question	PPT 61 Link to exam question – exemplar questions to be	

			sourced from NCFE resources	
85–90 minutes	Plenary – directed questions: 1. What skills have you learnt at your setting that link to legislation? 2. What responsibilities do you have in your setting that link to procedures, policies and legislation? 3. What do you know now that you didn't know before?	Take notes Discuss answers Reflect on learning and make links to OS and skills gained in setting	PPT 62 Learning-checks activity is peer assessed and checked by tutor. Learning check is carried out as an activity on...	

Resources to support this session: PowerPoint presentation, classroom display materials

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