



Training
Qualifications UK

TQUK Level 5 End-Point Assessment for
ST0551 Early Years Lead Practitioner

Case Study Scope Guidance and Submission Document

Institute for Apprenticeships and Technical Education AP01

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Introduction

This assessment method has 2 components:

Component 1 - Case Study with Report

Case Study Report which includes:

- [Scope](#) (500 words)
- Case Study

The Case Study Report should include an analysis of observations you have made.

A Case Study must be based on a real-life workplace situation which involves you completing a relevant and defined piece of work. The work must have a real benefit to the children or setting you are working in.

Component 2 - Presentation and Questioning

The Presentation will complement the Report by allowing you the opportunity to provide more information about the Report, and to answer questions on it.

Overview of the Assessment

The Case Study Report will be based on a Case Study that you have done with an individual child or group of children. The in-depth analysis of the observations and resulting Case Study Report and Presentation must be undertaken after you have gone through the Gateway.

The Case Study Report and Presentation should be designed to allow the relevant KSBs to be assessed for the EPA.

The observations, analysis and preparation of the Case Study Report and Presentation will typically take **12 weeks**. The Case Study Report and Presentation must be submitted **12 weeks after the Gateway**.

Sufficient time has been allowed to enable you to observe children over a period of typically **6 weeks** and allow for situations where children may leave a setting for any reason.

Parental consent for children participating in the Case Study must be gained prior to starting the Case Study assessment method.

- The Case Study is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Observing children over a period of time and producing case studies reflects normal practice in an Early Years workplace, so this assessment method is appropriate.
- It is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours.
- The Case Study should have a real business benefit and is a cost-effective assessment method.

Case Study Report

The Case Study Report may be based on the following:

The learning needs of an individual child or group of children over approximately 6 weeks and how the practitioner has supported, extended and enhanced their opportunities and experiences in response to these needs.

This should include:

- An element of practice that has been observed and is seen to be affecting children's learning and development.
- Evidence of how they have used reflective practice to create change and improve practice.
- A detailed analysis of the children's learning and development over the period including observations, assessment, and further planning to evidence effective use of a planning cycle.
- A reflection of implications for future practice both for the child/children, the practitioner, and the setting.

Scope Guidance and Checklist

At the Assessment Planning Meeting your Assessor is required to approve the Case Study Scope.

A Scope is a brief overview of the purpose of Case Study Report. You should aim to provide an overview of:

- the intent
- the research
- the implementation
- how the above will be achieved

The title should be concise, informative and relevant to the Case Study Report.

To help you ensure your Scope meets the requirements as set out in the Assessment Plan, you may use the tables below before writing the [Scope](#).

The tables below are for guidance purposes only. You are not required to complete them and they will not be taken into consideration by the End-Point Assessor.

| Will your Case Study Report enable you to demonstrate | Tick to Confirm |
|---|-----------------|
| How you have supported, extended and enhanced learning needs of an individual child or group of children. | |
| What were your opportunities and experiences in response to these needs. | |
| Will your Case Study Report enable you to include | Tick to Confirm |
| An element of practice that has been observed and is seen to be affecting children's learning and development. | |
| Evidence of how you have used reflective practice to create change and improve practice. | |
| A detailed analysis of the children's learning and development over the period, including observations, assessment, and further planning to evidence effective use of a planning cycle. | |
| A reflection of implications for future practice both for the child/children, the practitioner, and the setting. | |
| You may use space below to add additional information | |
| | |

Knowledge Skills and Behaviours

| Will your Case Study Report have the ability to meet the below components: | | |
|--|---|-----------------|
| Child Development | | Tick to Confirm |
| Pass Criteria | Distinction Criteria | |
| Analyses, and applies to practice, theoretical stances with regards to all areas of development, factors that impact upon health, well-being and early learning, and how individual learning can be affected by these factors for children from conception to the age of eight. | Critically evaluates theoretical approaches to children's development and articulates clearly the decisions made in the complexities of daily developmental practice. | |
| K2 How individual children learn and develop from conception to eight years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social and cultural context and the impact of this on their future. | | |
| K3 Factors that have an impact upon health, well-being and early learning that can affect children from conception to eight years. | | |
| S1 Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances, taking into account all factors contributing to typical and atypical development. | | |
| Pass Criteria | Distinction Criteria | |
| Demonstrates how they consider social cultural context, and the influence of parents, families, carers and the family situation on the learning and development of the child. | N/A | |
| K8 The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation. | | |
| Pass Criteria | Distinction Criteria | |
| Demonstrates how they have developed an effective and collaborative partnership with parents and carers of the child/children and how that partnership has enabled a greater understanding of the child/children, leading to enhanced opportunities. | Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. | |
| S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child. | | |
| Pass Criteria | Distinction Criteria | |
| Explains theories of attachment that promote effective relationships between staff and children. | N/A | |
| Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach. | | |

| Observation and Assessment Planning | |
|---|---|
| Pass Criteria | Distinction Criteria |
| Uses theoretical knowledge of the importance of play, demonstrating the support strategies for children to engage in through a variety of learning contexts and supporting confidence with social experiences. | Justifies, through critical analysis of theoretical perspectives, their choice of intervention strategies to create play, learning and development and social experiences for the child/children. |
| K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development. | |
| S9 Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play, and support confidence within social experiences. | |
| Pass Criteria | Distinction Criteria |
| Explains how children's creativity and curiosity is encouraged and how this benefits learning. | Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. |
| K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry-based active learning. | |
| Pass Criteria | Distinction Criteria |
| Evaluates and shows how planning cycles and formative and summative assessments for child/children have informed and improved practice in relation to needs-based assessment and early intervention. | N/A |
| K13 How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development. | |
| S13 Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs. | |

| Reflective Practice | |
|--|--|
| Pass Criteria | Distinction Criteria |
| Describes appropriate, relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. | Evaluates the application of one approach and how it could be developed further to impact on current practice. |
| K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. | |
| Pass Criteria | Distinction Criteria |
| Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. | Facilitates an enabling environment through application of theoretical knowledge. |
| K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. | |

Case Study Scope Submission

[Adobe Acrobat](#) is required to edit, sign and save this document. Instructions on downloading and using this free software can be found under the Supporting Documents section of Verve EPA. For guidance on electronically signing the document below, please click [here](#) for a short video.

| | |
|---|---|
| Apprentice Name: | |
| Title: | |
| Scope (Guide word count of 500 words): | |
| Declaration: | As per the requirements of the Assessment Plan, the project will be undertaken over a 12-week period following the scope being approved. The Report must be completed by the Apprentice unaided and will therefore be a product of their own ability and no others. |
| Please note - when signing this document, please ensure that the 'lock document after signing' box is not selected. | |
| Apprentice Signature: | |
| Employer Signature: | |
| Date: | |

Scope Approval

Approval of this Scope is agreed subject to the Apprentice meeting the requirements of coverage of the Knowledge, Skills and Behaviours assigned to this assessment method as identified against each of the criteria listed.

Approval of this Scope is rejected* on the basis that insufficient information was provided to show that coverage of the Knowledge, Skills and Behaviours assigned to this assessment method could be met. You should present a revised proposal to cover all criteria as listed in the assessment requirements table.

For End-Point Assessor Use Only

| | | | | |
|---|-----------------|--|-----------------|--|
| End-Point Assessor: | | | | |
| Date: | | | | |
| Case Study Scope is | Approved | | Rejected | |
| Comments: | | | | |
| Recommended Actions: (if required) | | | | |
| Date for Resubmission: (if required) | | | | |



Good Luck