



Training
Qualifications UK

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

Qualification Number: 610/0974/X

Standard Specification

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Key Information

Reference:	ST0551
Version:	1.0
Level:	5
Typical duration to gateway:	24 months (this does not include EPA period)
Typical EPA period:	5 months
Maximum funding:	£8000
Route:	Education and early years
Approved for delivery:	10 August 2021
Date updated:	25/04/2022
Lars code:	655
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Working directly with children, skilfully leading day to day practice.

Occupation Summary

This occupation is found in a range of settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision.

The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level. As active practitioners they are effective role models of play based learning, supporting others to develop their own practice.

They are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies.

In their daily work, an employee in this occupation interacts with children aged birth to eight years, families, practitioners, other professionals, and appropriate agencies. An employee in this occupation will be responsible for supporting the quality of learning and development in their setting. They lead on the operational aspects of this provision and are typically responsible for leading other practitioners, an aspect or environment such as; Communication and Language, Planning and Assessment, Forest School, Physical Activity and Nutrition. They usually Report directly to the head of the setting (The Manager, The Leader, The Director).

Typical Job Titles

Assistant Manager, Baby Room Leader, Deputy Manager, Early Years Coordinator, Early Years Foundation Stage Lead or Coordinator, Early Years Officer, Early Years Practitioner, Early Years Support Worker, Education Welfare Officer, Health Play Specialist, Higher Level Teaching and Learning Assistant, Hospital Play Worker, Key Worker, Lead Baby Room Practitioner, Lead Practitioner, Nursery Officer, Pastoral Assistant, Pastoral Care Manager, Play Leader, Pre-School Leader, Room Leader, Senior Key Worker, Senior Practitioner, Specialist Practitioner in Child Development (health), Community Nursery Nurse.

Professional Recognition

This standard aligns with the following professional recognition:

Criteria for Level 3 Early Years qualifications for Early Years Educator

Gateway Requirements

The gateway requirements are:

- Level 2 Functional Skills English and Maths
- Portfolio of Evidence
- Case Study Title and Scope Template

Assessment Methods

This end-point assessment (EPA) for this standard consists of three assessment methods:



Observation with Questions



Professional Discussion



Case Study with Report and Presentation and Questioning

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts upon EPA Window activation and is typically five months.

Observation with Questions

Assessment Overview

An observation with questions involves an End-Point Assessor observing and questioning the apprentice undertaking work, as part of their normal duties, in the workplace. This allows for a demonstration of the knowledge skills and behaviours (KSBs) through naturally occurring evidence. The observation must be of the apprentice completing their usual work, and simulation is not permitted.

The End-Point Assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The apprentice must prepare a session plan, including relevant risk assessments prior to the observation outlining the following:

- “what” opportunities and experiences will be supported (outline of learning focus)
- “who” is involved (i.e., number of children/children’s profiles/parents/guardians/colleagues)
- “why” these areas of focus for learning have been selected (i.e., how it provides the apprentice the opportunity to provide coverage of the KSBs)
- “when” it will occur (i.e., scheduled date/time)
- “how” the session will be supported (i.e., the probable skills and approaches that the apprentice will use to support and extend the children’s learning)
- “where” it will begin (i.e., indoors/outdoors).

The session plan must be no more than two sides of A4 in size 12 font. The apprentice must ensure the End-Point Assessor receives a copy of the session plan at least one hour before the observation begins. The session plan itself is not marked but may be used as a basis for questions at the end of the observation.

Session Plan

The apprentice must prepare a session plan in advance of the observation. They must present this plan to the End-Point Assessor at least one hour before the observation commences in order to allow the End-Point Assessor time to familiarise themselves with the content. The apprentice must ensure any children who want to take part in the observation have parental/guardian consent prior to the activity taking place. They must submit this to TQUK two weeks before the observation takes place. The session plan itself does not form part of the assessment, but the End-Point Assessor may use this to provide focus to their questions at the end of the observation. The End-Point Assessor must ask questions about the planning process in the questioning element.

The following activities must be observed during the observation:

- The apprentice interacting with a group of children through an opportunity or experience for learning based on the session plan.
- The apprentice leading/supervising colleagues during this session.
- The apprentice communicating with parents/carers/guardians of the children under their supervision.

Depending on the nature of the setting, the location, number of children and age range varies from employer to employer, but some examples of this could be as follows:

- Session in a woodland area.
- Session working within messy play.
- Session working with pre-school children.

This is not an exhaustive list.

Please note group work is defined as working with a minimum of three children.

The observation must include the following requirements:

- In an early years setting working with children.
- The End-Point Assessor must be unobtrusive whilst conducting the observation.

Questioning

The End-Point Assessor will ask a minimum of seven questions at the end of the observation. As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum. The End-Point Assessor may ask follow-up questions where clarification is required. The End-Point Assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence.

The performance observed and responses to questions will be assessed holistically.

Location and Permissions

The location of the observation must take place within the normal work environment to ensure all safety, security and confidentiality permissions are managed appropriately.

- The timing of the observation must allow the apprentice opportunity to demonstrate all of the KSBs mapped to this assessment method, such as engaging with colleagues and with parents and guardians.
- The apprentice must have sought the permission of parents/guardians of all children that are likely to be present during the observation.
- The apprentice should provide clear information to the children, parents, or guardians on the purposes of the observation and where any notes related to the observation will be stored.
- The apprentice should explain to all parents or guardians that there will be no recorded information that would enable identification of any participants with the exception of the apprentice.
- Children must be given the opportunity to withdraw from a session of assessed practice without prejudice. In this occupation, it would be considered poor practice to force a child to participate in an opportunity of experience against their will. If all children withdraw from the observation, the apprentice would be expected to encourage the children to engage in an alternative opportunity or experience. If this requires the session to be re-arranged this opportunity will not be viewed as a resit/retake.

Evidence of the above should be presented to the EPAO two weeks before the date of the observation.

Duration

The total time for the assessment on the day is 90 minutes.

This will include:

- Observation of the opportunities and experiences outlined in the session plan. (60 minutes).
- Questioning, to allow the End-Point Assessor to understand the reasons behind the apprentice's actions and to provide opportunity to draw out further detail regarding the KSBs mapped to the assessment method. (30 minutes).

The End-Point Assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete their last task or respond to a question. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning.

If unforeseen circumstances beyond the apprentice's control prevent the apprentice from carrying out the task as planned, for example a safeguarding incident arises and takes priority, then TQUK's policy around exceptional circumstances applies.

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all pass and all distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Pass and Distinction Descriptors

The Unique Child		
KSBs	Pass Criteria	Distinction Criteria
K1, S2, S24	Advocates to ensure the child's voice is always heard, respected, and acted upon in their best interest, demonstrating a clear understanding of an inclusive and ethical approach to practice which is responsive and respectful to the individual child and takes account of the social and cultural context. Demonstrates how they continuously evaluate the quality of the childcare environment.	Demonstrates how their practice challenges both explicit and implicit discrimination, and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world.
K4, S17, B3	Demonstrates respectful and nurturing care through current and contemporary schools of thought when planning and undertaking theoretically sound physical routines for individual children. Acts in a way that is person-centred, friendly, and approachable, demonstrating caring, empathetic and respectful qualities.	N/A
K14, S4	Responds to a child's individual needs and circumstances, through planning that reflects the child's need for consistent care as well as being able to adapt to the child's and family's needs during change, including transitions. Responds to a child's needs by being consistent in the planning and provision needed for their individual care and development.	Critically evaluates all systems, including transitions, and develops processes, accounting for all children's and families' needs.
S23	Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations.	Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome.

Learning and Development		
KSBs	Pass Criteria	Distinction Criteria
S7	Applies a responsive approach that is influenced by a range of strategies to develop and extend children’s learning and thinking.	Applies and justifies their approach to using frameworks, theory, and strategies to both ongoing assessment systems and daily playful interactions with individual children.
S3	Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum.	
S5, B7	Co-ordinates an exciting and enabling environment, providing a wide range of fun, playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness, and curiosity to enable problem solving, with individual and groups of children.	Leads and models practice within the environment to continually provoke, excite, and extend children’s current interests and motivations. (S5, S6)
S6, B4, B8	Demonstrates animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering their practice to engage in authentic and quality interactions with the child or children.	
S8	Demonstrates how to support and promote all children’s speech, language, and communication development, including determining and adapting appropriate responses and interventions.	Critically appraises how the support of children’s speech, language and communication development is promoting a language and interactive rich environment for all.

Leaderful Practice		
KSBs	Pass Criteria	Distinction Criteria
K17, S22, B2	Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches. Inspires, motivates, and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice.	Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17, S22)
B5, S10	Deploys staff in a way that matches the learning environment, whilst prioritising the safety and well-being of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy.	Justifies the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Takes responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10, S14, B2)
S14	Co-ordinates an effective and robust key person system to support children's development.	
S15	Demonstrates current and contemporary influences on their pedagogical approach and practice.	Demonstrates a clearly defined pedagogical approach, justifying, and evaluating the influences on their approach and understanding.
S20	Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modelling, and evaluating within practice.	Demonstrates a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and their own practice, including contributing to the development and dissemination of procedures.

KSBs

Knowledge	
K1	Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context, enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.
K4	Current and contemporary schools of thought to enable respectful and nurturing personal care.
K14	Potential effects of transitions and schools of thought on how to successfully support children and their families.
K17	Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.
Skills	
S2	Promote equality of opportunity and anti-discriminatory practice.
S3	Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.
S4	Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.
S5	Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.
S6	Encourage all children's participation, ensuring a sensitive, respectful, and effective balance within the adult and child dynamic to facilitate play opportunities.
S7	Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
S8	Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.
S10	Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and well-being of all children.
S14	Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities.
S15	Use current and contemporary knowledge, research, theories, and approaches to develop, enhance and articulate their own pedagogical approach and practice.
S17	Plan, carry out and guide appropriate physical care routines for individual children.
S20	Identify and act upon own responsibilities in relation to health and safety, prevention, and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.

S22	Be a leaderful practitioner to support, mentor, coach, train, and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.
S23	Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.
S24	Advocate for children through their child-centred approach, listening to the voice of the child, ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.
Behaviours	
B2	Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues.
B3	Person-centred, friendly, and approachable, demonstrating caring, empathetic and respectful qualities.
B4	Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.
B5	Positive and proactive member of the team, being assertive and exercising diplomacy.
B7	Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.
B8	Flexible and adaptable; responding to children's spontaneous activities.



Professional Discussion

Assessment Overview

A professional discussion is a two-way discussion which involves both the End-Point Assessor and the apprentice actively listening and participating in a formal conversation. The apprentice leads the discussion. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The professional discussion must last 60 minutes. The End-Point Assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The End-Point Assessor will ask a minimum of six questions and may ask follow up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The apprentice and the End-Point Assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Portfolio of Evidence

For professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- A completed portfolio of evidence

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence should be mapped by the apprentice against the KSBs assessed by the professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable. At least two observations of practice, maximum 20 minutes in total duration, which should be video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable. Video-recorded observations must not be sent to the EPAO as part of the portfolio. Video recordings must not leave the employer's premises and can only be viewed on site.

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment except for evidence for S16 and B6.
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore will not be marked. End-Point Assessors should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with TQUK requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The End-Point Assessor should have a minimum of five days to review the portfolio.

Location

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- Employer's premises.
- Remotely with the agreement of the apprentice and the employer.
- A suitable venue selected by the TQUK (for example a training provider's premises).
- Video conferencing.

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all pass and all distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Pass and Distinction Descriptors

Effective Implementation of Legislation and Guidance		
KSBs	Pass Criteria	Distinction Criteria
K5, S25, S26	Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews. Explains current legislation and guidance and how this is implemented through policy and procedure. Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children.	Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity.
K21	Explains and justifies the strategies they have used when collaborating with parents and stakeholders.	Evaluates the impact of strategies to cultivate professional partnerships with parents, carers, and other professionals.
S11	Understands their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role, particularly when challenging others to work in the best interests of the child.	Justifies the strategies used when collaborating with parents/families and professional bodies to advocate for a child's needs.
K16, B1	Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies that value equality in leaderful practice, within professional boundaries.	Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours, and attitudes and how these impact the child and family.
K20	Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector.	Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector.

Effective Promotion of Development, Health and Well-Being		
KSBs	Pass Criteria	Distinction Criteria
K6	Explains theories of self-regulation, resilience and well-being and the importance for children's holistic development and life experiences.	Analyses the impact of strategies on children's current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy, and engagement with learning
K12	Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills.	Evaluates current and contemporary approaches to emergent literacy and numeracy.
S18	Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children.	Analyses the impact this has on children as they grow and develop, and considers the implications for early and later adult life.
S19	Explains how they develop, model, and implement the range of strategies they utilise to understand the holistic needs of children within the setting.	Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children.
Continual Professional Development		
KSBs	Pass Criteria	Distinction Criteria
K18	Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice, including evidence of reflection on change, research, and theoretical approaches.	Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner, and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence.
S16, B6, B9	Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism.	
Administrative		
KSBs	Pass Criteria	Distinction Criteria
K19, S21	Explains the current administration and records systems they use and how they share oral and written information in line with the security and confidentiality policy, and current legislation.	N/A

KSBs

Knowledge	
K5	Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews.
K6	Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.
K12	Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.
K16	How to promote inclusion, equality, and diversity in the sector and why it is essential.
K18	Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.
K19	How to maintain accurate and coherent records and Reports for the purpose of sharing information and communicate effectively in both oral and written English.
K20	The current and relevant policy, statutory guidance, and legal requirements as appropriate to the sector within; local, national, historical and global contexts.
K21	Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies
Skills	
S11	Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.
S16	Use reflection to develop themselves both professionally and personally to enhance their practice.
S18	Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.
S19	Develop, model, and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.
S21	Ensure the security and confidentiality of data, records, and information in line with current legislation.
S25	Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.
S26	Explore and understand, challenge and question; knowing when to act to safeguard and protect children.
Behaviours	
B1	Ethical, fair, consistent, and impartial, valuing equality and diversity at all times within professional boundaries.
B6	Reflective practitioner.
B9	Receptive and open to challenge and constructive criticism.

Case Study with Report and Presentation and Questioning

Overview

The assessment method is the completion of a case study, and the outcome will be a case study report and presentation.

The case study report will be based on a case study that the apprentice has done with an individual child or group of children. The case study report should include an analysis of observations the apprentice has made. The presentation will complement the report by allowing the apprentice the opportunity to provide more information about the report and to answer questions on it.

A case study must be based on a real-life workplace situation which involves the apprentice completing a relevant and defined piece of work. The work must have a real benefit to the children or setting the apprentice is working in.

The in-depth analysis of the observations and resulting case study report and presentation must be undertaken after the apprentice has 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 EPAO must refer to the grading descriptors to ensure that case studies are pitched appropriately.

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 the apprentice to observe children over a period of typically six 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.

Case Study Requirements

The case study may be based on the following:

The learning needs of an individual child or group of children over approximately six 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.

The list above is not exhaustive and TQUK will sign off the case study subject, working title and scope to confirm its suitability at the gateway (this scoping document should be no more than 500 words).

The evidence from the case study report, presentation and questioning will be assessed holistically. A copy of the project report and presentation must be sent to TQUK 12 weeks after the gateway and the End-Point Assessor must have at least two weeks in advance of the assessment to review the report and presentation and prepare questions. The apprentice must also be given two weeks' notice of the presentation date.

Case Study Report

Apprentice's will conduct a case study and produce a case study report either paper based or electronically.

The case study starts after the apprentice has gone through the gateway. The typical duration of the case study should be 12 weeks. The apprentice will conduct a series of observations of a child or group of children over a period of typically six weeks and produce a case study report.

Before the apprentice begins writing up their case study, TQUK must sign-off the case study title and scope to ensure its suitability and sufficient coverage of the assigned KSBs.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the case study.

Whilst completing the case study, the apprentice should be subject to the workplace's normal supervision arrangements.

The Case Study will be 4,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The apprentice will have 12 weeks to write and submit the case study report and the presentation following TQUK'S approval of the case study's scope and title.

All references to children must be anonymised and children referred to as child A etc.

In order to ensure the case study is robust and sufficiently covers the KSBs, it should include:

- An executive summary.
- An introduction.
- The scope of the case study (including key performance indicators).
- Objectives.
- A case study plan.
- How the case study outcomes would be achieved.
- Comment on the validity of the methods of analysis, data interpretation and data presentation used.
- Resources required.
- Proposed implementation plan including communications and stakeholder plans.
- Advise whether an alternative approach might be considered.
- Advise upon whether it could be completed in a more cost or time efficient manner.
- Recommendations and conclusions.

The case study must include, in addition to the word count, an annex showing how the case study maps to all of the KSBs that are being assessed by this method.

The case study report must be submitted 12 weeks after the gateway.

The apprentice should complete their case study unaided. When the case study report is submitted, the apprentice and their employer must verify that the submitted case study report and the case study is the apprentice's own work.

The End-Point Assessor will review and assess the case study report holistically together with the other components of this assessment method.

Presentation and Questioning

Apprentice's will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment alongside the case study report.

This component complements the case study report component as it allows the apprentice to provide more clarity around the report and the End-Point Assessor the opportunity to probe and clarify issues through questioning. It is typical for Early Years Lead Practitioners to present the outcomes of their projects to stakeholders and be challenged on their decisions, so this component gives the apprentice the opportunity to demonstrate evidence in this way. It is typical for Early Years Lead Practitioners to present their analysis of case studies to others and be questioned on their findings.

The presentation content will be completed and submitted 12 weeks after the gateway at the same time as the case study report and will be presented to an End-Point Assessor either face-to-face or via online video conferencing.

There will be a 40-minute presentation and questioning, split into typically 20 minutes for the presentation and typically 20 minutes questioning.

This presentation requires the apprentice to illustrate the knowledge, skills and behaviours that are mapped to this assessment method. The End-Point Assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The End-Point Assessor will ask a minimum of four questions at the end of the presentation.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding.

To deliver the presentation, the apprentice will have access to:

- their case study report and case study
- a copy of their presentation (hard copy or electronic)
- notes.

Location

The presentation and questioning elements must be conducted in a suitable controlled environment in any of the following:

- Employer's premises.
- Other suitable venue selected by the TQUK (for example a training provider's premises).

The venue should be a quiet room, free from distraction and external influence. Video conferencing can also be used to conduct the presentation.

Knowledge Skills and Behaviours

Child Development	
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.	

Overall Grading

This standard is graded as distinction, merit, pass or fail. Each assessment component is graded individually. Once all assessment components have been completed the grades are combined as described in the table below to determine the overall grade.

The apprentice needs to get the relevant grade in every single assessment component to achieve that grade overall.

Observation with Questions	Professional Discussion	Case Study Report and Presentation	Overall Grade
Pass	Pass	Pass	Pass
		Distinction	Pass
	Distinction	Pass	Pass
		Distinction	merit
Distinction	Pass	Pass	Pass
		Distinction	Merit
	Distinction	Pass	Merit
		Distinction	Distinction

A fail in any assessment component will result in a fail overall.

Resits and Retakes

If the apprentice fails any of the assessment components, they will be eligible for a resit or retake. A resit does not require further learning, whereas a retake does. If the case study assessment method is failed, the apprentice is not required to undertake a new project. Instead, they should submit an amended project report or presentation. All assessment methods must be taken within a six month period, otherwise the entire EPA will need to be resat/retaken.

- Re-take and re-sit grade cap: pass unless TQUK determines there are exceptional circumstances.
- Resit timeframe: typically two months.
- Retake timeframe: typically four months.

Resits and retakes are not offered to apprentice's wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).

