



Qualification Specification

TQUK Level 3 Apprenticeship Assessment for ST0135 Early Years Educator

Qualification Number: 610/7782/3

Version Number: 2.0



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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress to further qualifications.

Please visit our [website](#) for news of our new and upcoming developments.

Qualification Specifications

Each qualification offered by TQUK is supported by a specification containing all the information required for delivery. This Apprenticeship Assessment Qualification Specification includes assessment outcomes, knowledge, skills and behaviours, and details of how the qualification is assessed and graded.

This qualification has been developed in line with the 2025/26 apprenticeship assessment reforms, which place greater emphasis on holistic assessment, proportionality and occupational competence.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Details of TQUK's procedures and policies can be found on our [website](#). Qualification specifications can be found via the [TQUK Apprenticeship Assessment platform](#).

Centres must ensure they are using the most recent PDF version of the qualification specification for planning and delivery purposes.

Key Information

Reference:	ST0135
Version:	2.0
Level:	3
Typical duration:	18 months
Route:	Education and early years
Maximum funding:	£7,000
Date updated:	02 July 2026
LARS code:	430
EQA provider:	Ofqual
Review:	This apprenticeship will be reviewed in accordance with the Skills England change request policy.
Qualification Number:	610/7782/3

Summary

Occupation Summary

This occupation is found across a range of maintained, private, voluntary, and independent settings, including full-day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, out-of-school environments, and local authority provision.

The broad purpose of the role is to provide high-quality early education and care for children. Using an evidence-based approach, practitioners create opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the Early Years Foundation Stage (EYFS) statutory requirements set by government for the learning, development, and care of children from birth to age five, in both indoor and outdoor environments.

In their day-to-day work, individuals in this occupation interact with children, parents, carers, colleagues, and a range of multi-agency professionals, such as health visitors, early help services, social workers, and speech and language therapists. This includes working to support children with SEND.

An individual in this role is responsible for ensuring a safe and secure environment that supports children's learning. They ensure that provision is inclusive and supports all learners, demonstrating a clear understanding of equality, diversity, and inclusion. Early years educators facilitate children's learning through play, applying the observation, assessment, and planning cycle to support progress and development. They act as the key person for one or more children within their setting. Depending on the setting, they may also take on leadership responsibilities or work under the supervision of a manager.

Typical Job Titles

- Childminder Assistant
- Early Years Educator
- Early Years Worker
- Nursery Educator
- Nursery Nurse
- Nursery Worker

Professional Recognition

This standard aligns with the following professional recognition:

- Department for Education: Full and relevant status at Level 3. To be included in Level 3 staff-to-child ratios, individuals holding an Early Years Educator qualification must also have achieved a suitable Level 2 qualification in English.
- Setting managers must hold a suitable Level 2 qualification in maths or achieve one within two years of starting in post.

These are additional EYFS requirements and are separate from the apprenticeship requirements.

Please see Early Years Qualification Requirements and Standards: https://assets.publishing.service.gov.uk/media/6a4bc9cbc5aa1b17abab40b5/Early_years_qualification_requirements_and_standards_document_July26.pdf.

The Qualification

The TQUK Level 3 Early Years Educator Apprenticeship Assessment is regulated by Ofqual.

The qualification has been developed in line with the relevant occupational standard and apprenticeship assessment plan published by Skills England.

This qualification is approved by the Department for Education for the Early Years Workforce and meets the latest standards for Early Years Educators.

Entry Requirements

Learners must meet the national eligibility requirements for apprenticeship programmes, including that they are aged 16 or over, live in England, and are not in full-time education.

Centres must ensure learners are informed about any additional requirements set by the Department for Education upon enrolment to ensure they attain the full Early Years Educator Status and eligibility to work within the Level 3 ratios. For further information and guidance, please consult the current [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Other Mandatory Qualifications

Learners must successfully complete before the end of the apprenticeship:

- Level 3 First Aid or Emergency Paediatric First Aid.

This qualification must be completed in line with the requirements of the EYFS statutory framework.

Gateway to Completion

Before a learner can complete the apprenticeship, the gateway to completion requirements for this occupational standard must be met. These are:

- a signed declaration to confirm that the learner has sufficiently demonstrated the required behaviours
- a signed declaration to confirm that the English and maths requirements have been met in line with the current [Department for Education Apprenticeship Funding Rules](#)
- evidence of passing the Level 3 First Aid or Emergency Paediatric First Aid qualification
- photo ID
- completion of the required off-the-job learning hours
- completion of all assessments, with final grades recorded and confirmed.

The employer is responsible for verifying that each knowledge and skill, and behaviour statement has been demonstrated by the learner over the course of the programme.

The gateway to completion declaration must be completed and submitted via the [TQUK Apprenticeship Assessment platform](#).

Once TQUK has verified successful completion of all requirements, we will work with the apprenticeship certificate issuing authority to arrange for the learner's certificate to be issued.

Minimum Teaching and Learning Readiness

Learners must have undertaken sufficient teaching and learning before being entered for assessment as part of the Apprenticeship Assessment Qualification. Centres must ensure that learners have had adequate time to develop, apply, and evidence the required knowledge and skills.

While no formal minimum duration is mandated, **TQUK does not expect learners to be entered for assessment within the first four months of the apprenticeship.** This ensures learners have experienced a meaningful period of teaching and learning and have had sufficient opportunity to develop and generate robust, authentic evidence that reflects their occupational competence.

Centres must be able to demonstrate that any learner entered for assessment has completed a substantial and appropriate amount of learning and has been given sufficient time and opportunity to meet the requirements of the Apprenticeship Assessment Qualification.

Progression

Successful learners can progress to other qualifications and apprenticeships, such as:

- Level 5 Diploma for Senior Early Years Practitioners
- Level 4 End-Point Assessment for ST0868 Early Intervention Practitioner
- Level 5 End-Point Assessment for ST0551 Early Years Lead Practitioner.

Successful learners can apply for job roles and seek employment with children from birth to five years in various settings, such as:

- private nurseries
- local authority nurseries
- playgroups
- pre-schools
- school nurseries
- reception classes.

Qualification Delivery

Pre-Programme Information

All learners should be provided with appropriate pre-programme information about any TQUK qualification. The information should explain the qualification, the form of assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. This should inform a teacher or trainer of the learner's current knowledge and/or skill level, and any additional specific support requirements the learner may need.

Initial assessment may be carried out in any format suitable for the qualification and the learner. Centres are responsible for ensuring that assessment methods are valid, applicable, and relevant to TQUK qualifications.

Qualification Documentation and Resources

All documentation and supporting resources used in the delivery of this qualification must be age-appropriate. When developing or sourcing materials, centres must ensure that due consideration is given to safeguarding and learner wellbeing, in line with their policies and procedures.

TQUK provides a range of documentation and resources, including templates to support delivery, assessment, and ongoing learner monitoring. These are available via the [TQUK Apprenticeship Assessment platform](#).

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre, and must comply with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Assessor Requirements

Assessment may be undertaken by a TQUK assessor or an approved centre assessor, depending on the assessment delivery model. Where assessment is undertaken by a centre assessor, TQUK will provide external quality assurance (EQA) in accordance with the requirements of the Apprenticeship Assessment Qualification.

As a minimum, TQUK requires assessors to:

- have significant and relevant occupational or sector experience, with this experience having been gained or maintained within the last three years;
- have sufficient occupational knowledge and expertise to make valid, reliable, consistent and fair assessment decisions;
- understand the requirements of the relevant Apprenticeship Assessment Qualification, including the assessment methods, assessment criteria and grading requirements;
- participate in required training, standardisation and ongoing quality assurance activities; and
- maintain their occupational competence through appropriate continuing professional development (CPD).

It is desirable that assessors:

- hold a recognised and appropriate assessor qualification, such as a Level 3 assessor qualification, A1 or an equivalent or successor qualification.

Where an assessor does not currently hold a recognised assessor qualification, this does not prevent them from undertaking assessment where they can demonstrate significant and appropriate occupational experience and assessment competence. In these circumstances, assessors would be expected to commit to working towards a suitable assessor qualification and to engage with any additional support, monitoring or quality assurance arrangements required by TQUK.

Any additional assessor requirements specific to an apprenticeship occupation or assessment method will be detailed within the relevant qualification and assessment documentation.

Tutor and Quality Assurer Requirements

All staff involved in the delivery and quality assurance of the qualification must be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area as the qualification approval request
- experience in the delivery/assessment/QA of the qualification requested
- work experience in the subject area of the qualification.

Staff are also expected to have a working knowledge of the qualification requirements, and are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments.

Tutor

Tutors or trainers who deliver a TQUK qualification must hold a teaching qualification appropriate to the level of the qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Quality Assurer

Centre staff who undertake the role of a Quality Assurer (QA) for TQUK qualifications must hold, or be working towards, a relevant qualification. Where they are working towards a qualification, their quality assurance decisions must be countersigned by a qualified quality assurer. Relevant qualifications include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (quality assurance of the assessment process)
- D34 qualification (verify NVQ assessments and processes).

It is considered best practice for individuals undertaking quality assurance roles to also hold one of the assessing qualifications outlined above.

Quality assurers must follow the principles set out in Learning and Development NOS 11: *Internally Monitor and Maintain the Quality of Assessment*.

External Quality Assurance

External Quality Assurance (EQA) will be carried out by TQUK to ensure that centres comply with the quality assurance requirements associated with their recognised centre status and formal agreement.

This will involve scheduled face-to-face or remote quality assurance activity, during which the EQA will review the centre's policies and procedures, speak with staff and learners, and sample learner work annually.

To support successful delivery, centres should ensure that the following are available during EQA activity:

- learner assessment evidence and recordings
- observation records
- professional discussions and/or case studies
- assessment plans and assessment records
- evidence of assessment decisions
- internal quality assurance records
- employer declarations and gateway evidence (where applicable)

Assessment

It is essential that all learners are assessed in English, unless the qualification specification specifically states that another language may be accepted. This requirement also applies to all learner evidence presented for external quality assurance purposes.

This qualification is assessed using a structured assessment model designed by TQUK, in line with the requirements of the occupational standard and associated apprenticeship assessment plan.

Assessment is based on defined assessment outcomes that reflect the knowledge and skills required for occupational competence.

The assessment must be carried out on a one-to-one basis, with one assessor and one learner. This helps ensure the assessment is fair, consistent, and appropriate, while taking account of any risks and the assessment environment.

Assessment Methods

TQUK's Level 3 Early Years Educator assessment comprises one mandatory assessment method and a choice of two additional methods as follows:

Type		Assessment Method	Conducted	Timings
Mandatory assessment method		Observation	In the workplace	80 minutes (+10%)
Additional assessment method <i>The centre selects one option:</i>	Option A	Professional Discussion	Face-to-face in the workplace or via video conferencing using Microsoft Teams.	60 minutes (+10%)
	Option B	Case Study based on child study	N/A	Eight weeks to complete and submit the report

Simulation is not permitted for any assessment method.

Delivery Models

The assessments can be delivered in one of two ways:

TQUK Managed	TQUK Together	
TQUK delivers all assessment components: • Observation and • Option A: Professional Discussion or • Option B: Case Study	The centre chooses to deliver: • Professional Discussion TQUK delivers: • Observation	The centre chooses to deliver: • Case Study TQUK delivers: • Observation

Assessment Order

Learners may be assessed at any appropriate point during their programme, and assessments may be taken in any order.

Sampling Strategy

This qualification adopts TQUK's sampling approach for selected non-mandatory knowledge and skill statements. Sampling decisions are informed by the significance and breadth of the knowledge and skills being assessed, ensuring valid and proportionate assessment coverage.

Mandatory knowledge and skill treatment

Mandatory knowledge and skill statements are assessed in every version of the assessment, and sampling will not apply. Where appropriate, sampling within a mandatory statement may occur to ensure proportionality while preserving validity.

Non-mandatory knowledge and skill sampling

Non-mandatory knowledge and skill statements are sampled across assessment versions to ensure broad coverage over time.

Centre Devised Assessment (CDA) Guidance

TQUK provides the assessment materials for this qualification. To ensure consistency, validity and fairness, centres must use the assessment materials provided by TQUK and are not permitted to develop or use centre-devised assessments as part of the standard assessment process.

The assessment materials have been designed to meet the qualification requirements and support consistent assessment decisions across all centres. Centres should ensure assessments are delivered in line with the published guidance and assessment instructions.

In exceptional circumstances, TQUK may consider requests for centre-devised assessment materials where there is a clear operational need. Any such request must be submitted to TQUK in advance and will be considered on a case-by-case basis. Approval must be obtained before any alternative assessment materials are developed or used.

All assessment materials, whether provided by TQUK or exceptionally approved by TQUK, remain subject to TQUK's quality assurance processes to ensure the validity, reliability and integrity of assessment decisions.

Behaviours

Behaviours describe the expected attitudes and professional conduct required in the role. They do not prescribe delivery or assessment methods but support the development of occupational competence alongside the knowledge and skills. It is the employer's responsibility to support and ensure these behaviours are demonstrated in the workplace.

Employers must review and confirm that the learner has sufficiently demonstrated the required behaviours before a certificate is requested.

Behaviours must be verified by an individual with sufficient oversight of the learner's work and understanding of the occupational standard, typically the line manager or equivalent.

Behaviours do not contribute to grading. They must be achieved for certification, but do not affect whether a pass or distinction is awarded.

TQUK has included these behaviours for reference:

Behaviours	
B1	Confident to have difficult conversations.
B2	Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.
B3	Vigilant and act with professional curiosity.
B4	Caring, compassionate and sensitive.
B5	Honest, open, respectful, and a role model.
B6	Self-motivated, using initiative and proactive.
B7	Playful and creative.
B8	Reflective and reflexive and committed to CPD.

Occupation duties

Occupation duties describe the key responsibilities of the role and what a competent individual is expected to carry out in the workplace. They do not prescribe delivery or assessment methods but underpin the knowledge, skills, and behaviours set out in the occupational standard. TQUK has included these duties for reference:

Duty	Associated KSB
Duty 1: Support children's learning and development through applying knowledge of pedagogy and the observation, assessment, and planning cycle.	K6 K17 K18 K22 K23 K24 K25 S18 S20
Duty 2: Develop secure and supportive relationships with children and families as the key person for children in their care, advocating for those children.	K3 K10 K11 K14 K15 S6 S7 S8 S9 S10 S17 B1 B5
Duty 3: Provide respectful and responsive physical and emotional care to children, promoting health and wellbeing.	K1 K5 K9 K20 K26 S7 S8 S9 B4 B5
Duty 4: Work with key individuals in children's lives (for example parents, families, and carers) to improve all children's outcomes and wellbeing.	K9 K11 K14 K15 K16 K19 K21 K23 S5 S6 S7 S8 S10 S17 B1 B2 B5 B6
Duty 5: Work in partnership with other organisations and agencies to support children's learning, development, health and wellbeing.	K1 K2 K3 K6 K8 K9 K11 K12 K13 K14 S5 S6 S10 B1 B2 B5 B6
Duty 6: Support the implementation of change to improve practice.	K8 K14 K27 B1 B6 B8
Duty 7: Initiate and engage in continuous professional development, underpinned by reflective practice.	K9 K27 S21 B6 B8
Duty 8: Ensure compliance with child protection and safeguarding legislation, policies, and procedures.	K2 K3 K5 K7 S1 S16 B1 B3 B4
Duty 9: Work in ways that promote and support equality, diversity, and the inclusion of all children, respecting their social and cultural context.	K1 K6 K7 K17 K18 K19 K20 K21 S2 S9 S10 S11 S12 S16 S20 B1 B2 B3 B4
Duty 10: Ensure compliance with Health and Safety legislation, policies, and procedures.	K2 K4 K5 K7 K18 K20 S2 S3 B3 B4
Duty 11: Use technology to record and update information for example observations, assessments, reports, risk assessments, and safeguarding concerns.	K2 K3 K4 K24 K25 S1
Duty 12: Promote and engage in children's play. Support all children to create and adapt the environment to reflect their interests and enable their learning and development.	K1 K5 K6 K14 K15 K16 K17 K18 K19 K20 K22 K23 K24 S4 S10 S11 S12 S13 S14 S15 S16 S19 S20 B7
Duty 13: Ensure legal requirements of statutory frameworks are met within policy, procedure, and practice.	K1 K2 K3 K6 K7 S1 S2 S3 B1 B3 B4

Mandatory Assessment Method: Observation

Overview

During the observation, the assessor observes the learner in their workplace. The observation provides opportunities for the learner to demonstrate the knowledge and skills mapped to this assessment method.

The observation is an opportunity for the learner to demonstrate their professional practice in a real work setting. The observed session should form part of the learner's normal working day and should reflect their typical working practices, working conditions, and day-to-day duties.

The assessor should observe the learner interacting with children and other adults, and supporting children's learning through facilitating learning opportunities.

The assessor must only observe one learner at a time and should be as unobtrusive as possible while conducting the assessment. Simulation is not allowed.

The learner must receive reasonable notice of the date, time and location of the observation, allowing sufficient time to prepare and arrange the workplace activities required.

Before the observation begins, the assessor must explain the format and timescales of the assessment. This explanation does not form part of the assessment time.

The assessor will conduct and assess the observation, lasting **up to 80 minutes**. The observation must last 60 minutes and may be followed by up to 20 minutes of questioning.

Any questions will be selected by the assessor based on the activities observed and will be used only to supplement the observation by clarifying or confirming the learner's performance. The assessor may conclude the questioning early if no further evidence or clarification is required.

The overall assessment time may be extended by up to 10% (eight minutes) to allow the learner to complete a task or respond to a final question. This additional time may be applied to the observation, the questioning, or a combination of both, but must not exceed eight minutes in total.

The learner may choose to end the assessment early at any point. The assessor must record this decision and explain any implications for the assessment outcome.

The observation **must take place in person**, in the learner's normal place of work (for example, their employer's or a customer's premises). This must be a controlled environment, free from any distractions. Remote delivery of the observation is not allowed. Any equipment and resources required for the observation must be provided by the employer and be in good and safe working order.

Teaching pack

Learners should provide the assessor with a teaching pack **at least one day before the observation**. This should include their session or activity plan and relevant support materials, explaining why the activities have been selected and how they support the children's learning and development.

Depending on the activities and setting, the pack may include:

- Plans and learning intentions: planned activities, continuous provision or routines, with relevant links to the EYFS and the setting's curriculum.
- Children's needs and interests: anonymised information about their ages, development, interests and prior learning, including how observations or input from parents and carers have informed planning.
- Teaching approaches and resources: how interactions, play, modelling, questioning, materials and the learning environment will support learning.
- Inclusion and wellbeing: adaptations to support individual needs, communication, participation and emotional wellbeing.
- Safety considerations: relevant risk assessments, supervision arrangements and safe use of resources.
- Responding to learning: how the learner will recognise engagement and understanding, adapt activities and extend learning.

These are examples, not a mandatory checklist. Existing setting documents may be used; a separate document is not needed for each item. The pack should be concise, relevant to the observation and anonymised to protect children's and families' confidentiality.

The pack provides context for the observation. The observed activities give the learner opportunities to demonstrate the knowledge and skills mapped to this assessment method.

Grading

The assessor will make the grading decision.

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

To achieve a pass, the learner must meet all the pass criteria. The learner must demonstrate performance that aligns with the pass grade descriptor for every Assessment Outcome. Occupational competence must be consistently demonstrated across all mandatory aspects of the role.

To achieve a distinction, the learner must meet all pass requirements and demonstrate distinction-level performance across the assessment outcomes, with sufficient breadth of evidence covering the mapped knowledge and skills.

Assessment decisions are based on a holistic judgement against the grade descriptors. Individual knowledge and skills statements are not graded separately.

If the learner does not meet all the pass criteria, the assessment will be graded as a fail. Occupational competence cannot be confirmed because one or more essential aspects of the role have not been demonstrated to the required standard.

Mandatory Assessment Method: Observation

- Knowledge and Skills and Grading Criteria

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in each assessment method.

Knowledge and skills statements which offer opportunities to develop functional English and maths are **identified with an asterisk (*)**.

Mandatory knowledge and skills statements are in bold.

Assessment Outcome	
AO1: Safeguarding of children and colleagues	
Implements safeguarding procedures and risk management practices to ensure the health, safety, and wellbeing of children and colleagues, in full compliance with legal and organisational standards.	
Grade Descriptors	
Fail	Demonstrates insufficient or inconsistent implementation of safeguarding procedures and risk management practices. Does not fully comply with legal and organisational standards. Demonstrates gaps in understanding or application of defined procedures, which prevents the assessor from confirming competent occupational performance.
Pass	Implements safeguarding procedures and risk management practices suitably to ensure the health, safety, and wellbeing of children and colleagues, resulting in occupational practice that is fully compliant. Demonstrates secure knowledge and application of legal and organisational standards with some depth of insight and adaptability. Performs defined procedures effectively and accurately with appropriate levels of supervision.
Distinction	Implements safeguarding procedures and risk management practices proactively to ensure the health, safety and wellbeing of children and colleagues, resulting in occupational practice that is fully compliant and consistently sound in judgment. Demonstrates refined knowledge and application of legal and organisational standards, confidently navigating the nuances of safeguarding issues and risk management practices. Performs defined procedures robustly and accurately with initiative and awareness of opportunities for improvement.
Knowledge and Skills	
K5*	The principles of risk assessment and management, and how to balance risks and benefits of activities for children.
S3*	Apply the principles of risk assessment and risk management within documentation and practice.
S4	Teach children to develop skills to manage risk and maintain their own and others safety.

Assessment Outcome	
AO2: Support for holistic child development	
Promotes holistic development in children from birth to age seven by recognising and responding to individual needs across physical, neurological, emotional, cognitive, and social domains, and by applying the principles of child development and knowledge of the factors that influence each child's growth.	
Grade Descriptors	
Fail	Demonstrates limited understanding and promotion of holistic development in children from birth to age seven. Does not consistently recognise and respond to the individual needs of the children in their care. Demonstrates gaps in knowledge and application of the principles of child development and the factors that influence each child's growth, which prevents the assessor from confirming competent occupational practice.
Pass	Demonstrates sound understanding and promotion of holistic development in children from birth to age seven. Consistently and effectively recognises and responds to their individual physical, neurological, emotional, cognitive and social needs. Identifies and applies the appropriate principles of child development and knowledge of the factors that influence the growth of the children in their care with a reasonable degree of autonomy.
Distinction	Applies a thorough understanding and promotion of holistic development in children from birth to age seven. Proactively and resourcefully recognises and responds to their individual physical, neurological, emotional, cognitive and social needs. Selects and integrates the appropriate principles of child development and knowledge of the factors that influence the growth of the children in their care with the appropriate minimal oversight.
Knowledge and Skills	
K15	The development of social skills and maintaining relationships.
K22*	The theories of play and its fundamental role in learning and development.
S7	Undertake the role and responsibilities of key person.
S11*	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.
S13	Support children to understand and respond to their emotions and make considered choices about their behaviours.
S17	Apply strategies that support children's ability to manage change, transition, and significant events.

Assessment Outcome	
AO4: Design and maintenance of enabling environments	
Designs inclusive and engaging indoor and outdoor environments that actively support children's voices, prioritises their wellbeing, and provides learning experiences that are clearly aligned with their developmental stages.	
Grade Descriptors	
Fail	Designs indoor and outdoor environments inconsistently or without sufficient regard to inclusivity and engagement. Demonstrates inadequate or inconsistent skills in supporting children's voices and wellbeing through enabling environments. Gaps in ability to provide learning experiences that are in clear alignment with the developmental stages of the children in their care prevent the assessor from confirming competent occupational practice.
Pass	Designs indoor and outdoor environments effectively with a consistent understanding of inclusivity and engagement. Identifies and applies appropriate methods in supporting children's voices and wellbeing through enabling environments. Demonstrates sound ability to provide learning experiences that are in clear alignment with the developmental stages of the children in their care and addresses any challenges with a reasonable degree of autonomy.
Distinction	Designs indoor and outdoor environments purposefully with a refined understanding of inclusivity and engagement. Selects and integrates appropriate methods in supporting children's voices and wellbeing through enabling environments. Demonstrates confident ability to provide learning experiences that are in clear alignment with the developmental stages of the children in their care and addresses any challenges with the appropriate minimal oversight.
Knowledge and Skills	
K17	The elements and characteristics of a wide range of enabling environments.
K19*	How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).
K20*	How the organisations approach and values underpin the environment.
S15	Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.
S16	Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.

Assessment Outcome	
AO5: Observation, planning, and response in relation to learning	
Uses observation and assessment to understand each child and to plan specific learning experiences that build on the child's interests, curiosity, and developmental progress, in alignment with the curriculum and teaching framework.	
Grade Descriptors	
Fail	Uses observation and assessment without sufficient regard to understand each child. Demonstrates inconsistent skills in interpreting and responding to observation and assessment to plan specific learning experiences that build on children's interests and curiosity. Gaps in understanding how developmental progress aligns with the curriculum and teaching framework prevent the assessor from confirming competent occupational practice.
Pass	Uses observation and assessment consistently and effectively to understand each child. Interprets and responds to diverse observation and assessment information accurately to plan specific learning experiences that build on children's interests and curiosity with appropriate levels of supervision. Demonstrates secure understanding of how developmental progress aligns with the curriculum and teaching framework.
Distinction	Uses observation and assessment proactively and resourcefully to understand each child. Evaluates and responds to diverse and sometimes conflicting observation and assessment information with critical insight to plan specific learning experiences that build on children's interests and curiosity with initiative. Demonstrates refined understanding of how developmental progress aligns with the curriculum and teaching framework, identifying opportunities for improvement.
Knowledge and Skills	
K24	How, when, and why to conduct observation and assessment.
K25	How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests.
S19	Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.
S20	Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.

Assessment Outcome	
AO6: Advocacy for equality, diversity, and inclusion	
Actively supports each child's individual identity, cultural background, and rights by eliminating obstacles to participation and fostering a strong sense of belonging through clearly defined inclusive values and practices.	
Grade Descriptors	
Fail	Demonstrates insufficient or inconsistent ability to support each child's individual identity, cultural background and rights. Does not fully eliminate obstacles to participation or foster a sense of belonging. Demonstrates gaps in understanding or application of clearly defined inclusive values and practices, which prevents the assessor from confirming competent occupational performance.
Pass	Supports each child's individual identity, cultural background and rights actively and consistently. Eliminates obstacles to participation and fosters a sense of belonging effectively. Demonstrates secure understanding and application of clearly defined inclusive values and practices across routine and responsive early-years activities with some depth of insight and appropriate levels of supervision.
Distinction	Supports each child's individual identity, cultural background and rights actively and resourcefully. Eliminates obstacles to participation and fosters a sense of belonging proactively. Demonstrates thorough understanding and application of clearly defined inclusive values and practices to manage and resolve routine and responsive early-years activities with discernment and the appropriate minimal oversight.
Knowledge and Skills	
S12	Support children to develop a positive sense of their own identity and culture.

Additional assessment method Option A: Professional Discussion

Overview

In the professional discussion, the assessor and the learner have a formal two-way conversation to allow the learner to demonstrate the [knowledge and skills](#) mapped to this assessment method. The discussion provides an opportunity for the learner to explain their understanding, decision-making and application of knowledge and skills in practice.

The assessor will conduct and assess the professional discussion, which must last **60 minutes**. Follow-up questions are allowed where clarification is required. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the learner to respond to a question if necessary.

The learner must receive reasonable notice of the date, time and venue or online joining arrangements for the professional discussion, allowing sufficient time to prepare.

The professional discussion must take place in a suitable venue such as the employer's premises, in a controlled environment, free from any distractions.

This assessment method can take place face-to-face or remotely, conducted by video conferencing using Microsoft Teams and will be recorded.

Grading

The assessor will make the grading decision.

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

To achieve a pass, the learner must meet all the pass criteria. The learner must demonstrate performance that aligns with the pass grade descriptor for every Assessment Outcome. Occupational competence must be consistently demonstrated across all mandatory aspects of the role.

To achieve a distinction, the learner must meet all pass requirements and demonstrate distinction-level performance across the assessment outcomes, with sufficient breadth of evidence covering the mapped knowledge and skills.

Assessment decisions are based on a holistic judgement against the grade descriptors. Individual knowledge and skills statements are not graded separately.

If the learner does not meet all the pass criteria, the assessment will be graded as a fail. Occupational competence cannot be confirmed because one or more essential aspects of the role have not been demonstrated to the required standard.

Additional assessment method Option B: Case Study

Overview

This assessment method is a workplace-based case study delivered through a written report. The learner will complete a case study involving an individual child or group of children and produce a report that focuses on their observations, assessment, planning, implementation and evaluation of support provided. This enables the learner to demonstrate the application of knowledge and skills through a real work-based activity that has a meaningful impact on children's learning, development, wellbeing or inclusion.

The case study must be based on a real-life workplace situation and involve a defined piece of work that provides a clear benefit to the child, children or setting.

The learner has **eight weeks** from the agreed assessment start date to complete the case study and submit the report. This **includes approximately four weeks** of practice involving an individual child or group of children.

Case Study

The case study evidences the learner's application of knowledge and skills, based on the learning needs of an individual child or group of children. It will demonstrate how the learner has supported, extended and enhanced children's opportunities and experiences in response to those needs.

The case study should include:

- an element of practice that has been observed and identified as affecting children's learning and development
- evidence of how reflective practice has been used to inform change and improve practice
- a detailed analysis of children's learning and development over the period, including observations, assessment and subsequent planning to demonstrate effective use of the planning cycle
- reflection on the implications for future practice for the child or children, the practitioner and the setting.

Parental consent must be obtained for any child participating in the case study before it begins.

Evidence generated through the report will be assessed against the assessment outcomes and assigned knowledge and skills. Evidence must therefore be provided for each knowledge and skill being assessed, although a single piece of evidence may contribute to more than one knowledge or skill. A knowledge and skills mapping document will be provided for this purpose.

The case study should address the following areas.

- **Child Profile and Background:** age, developmental stage, family context, interests, strengths and any SEND/EAL or additional needs.
- **Child Development and Learning:** analysis of child development, characteristics of effective learning and factors influencing progress.
- **Attachment, Relationships and the Key Person Role:** attachment theory, key person responsibilities and how secure relationships are supported.
- **Safeguarding, Health, Safety and Wellbeing:** safeguarding responsibilities, recognising risks, policies/procedures followed and promotion of wellbeing.
- **Inclusion, Equality and Individual Needs:** promotion of equality, diversity, inclusion, children's rights and any SEND support.
- **Observations, Assessment and Planning:** observations completed, assessment of needs and interests and planning next steps in learning.
- **Learning Environment and Experiences:** how indoor and outdoor environments, resources, curriculum and activities support the child's development.
- **Partnership Working and Professional Practice:** collaboration with parents and carers, colleagues and other professionals, communication methods used and reflection on practice and impact on the child.

The lists above are not exhaustive.

Report

The case study will be delivered through a **3,000-word report ($\pm 10\%$)**. The report must be the learner's own work and reflect their role and contribution in the workplace. It must clearly demonstrate and map evidence against the knowledge and skills assessed through this assessment method.

As a minimum, all reports must include:

- a summary
- an introduction and context
- the focus and scope of the case study
- information gathering and assessment
- aims and objectives
- planning and implementation
- outcomes and impact
- evaluation and reflection
- recommendations and next steps
- a conclusion
- an appendix inclusive of the knowledge and skills mapping document.

The employer must ensure the learner has sufficient time, resources and workplace support to undertake the assessment. The learner will remain subject to normal workplace supervision arrangements. Upon submission, the learner and employer must confirm that the case study and report are the learner's own work.

Grading

The assessor will make the grading decision.

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

To achieve a pass, the learner must meet all the pass criteria. The learner must demonstrate performance that aligns with the pass grade descriptor for every Assessment Outcome. Occupational competence must be consistently demonstrated across all mandatory aspects of the role.

To achieve a distinction, the learner must meet all pass requirements and demonstrate distinction-level performance across the assessment outcomes, with sufficient breadth of evidence covering the mapped knowledge and skills.

Assessment decisions are based on a holistic judgement against the grade descriptors. Individual knowledge and skills statements are not graded separately.

If the learner does not meet all the pass criteria, the assessment will be graded as a fail. Occupational competence cannot be confirmed because one or more essential aspects of the role have not been demonstrated to the required standard.

Additional assessment methods: Knowledge and Skills and Grading Criteria

These knowledge and skills and grading criteria cover both Option A: Professional Discussion and Option B: Case Study based on child study.

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in each assessment method.

Knowledge and skills statements which offer opportunities to develop functional English and maths are **identified with an asterisk (*)**.

Mandatory knowledge and skills statements are in **bold**.

Assessment Outcome	
AO1: Safeguarding of children and colleagues	
Implements safeguarding procedures and risk management practices to ensure the health, safety, and wellbeing of children and colleagues, in full compliance with legal and organisational standards.	
Grade Descriptors	
Fail	Demonstrates insufficient or inconsistent implementation of safeguarding procedures and risk management practices. Does not fully comply with legal and organisational standards. Demonstrates gaps in understanding or application of defined procedures, which prevents the assessor from confirming competent occupational performance.
Pass	Implements safeguarding procedures and risk management practices suitably to ensure the health, safety, and wellbeing of children and colleagues, resulting in occupational practice that is fully compliant. Demonstrates secure knowledge and application of legal and organisational standards with some depth of insight and adaptability. Performs defined procedures effectively and accurately with appropriate levels of supervision.
Distinction	Implements safeguarding procedures and risk management practices proactively to ensure the health, safety and wellbeing of children and colleagues, resulting in occupational practice that is fully compliant and consistently sound in judgment. Demonstrates refined knowledge and application of legal and organisational standards, confidently navigating the nuances of safeguarding issues and risk management practices. Performs defined procedures robustly and accurately with initiative and awareness of opportunities for improvement.
Knowledge and Skills	
K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.
K3	Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.
K4*	The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.
S1	Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.
S2*	Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).

Assessment Outcome	
AO2: Support for holistic child development	
Promotes holistic development in children from birth to age seven by recognising and responding to individual needs across physical, neurological, emotional, cognitive, and social domains, and by applying the principles of child development and knowledge of the factors that influence each child's growth.	
Grade Descriptors	
Fail	Demonstrates limited understanding and promotion of holistic development in children from birth to age seven. Does not consistently recognise and respond to the individual needs of the children in their care. Demonstrates gaps in knowledge and application of the principles of child development and the factors that influence each child's growth, which prevents the assessor from confirming competent occupational practice.
Pass	Demonstrates sound understanding and promotion of holistic development in children from birth to age seven. Consistently and effectively recognises and responds to their individual physical, neurological, emotional, cognitive and social needs. Identifies and applies the appropriate principles of child development and knowledge of the factors that influence the growth of the children in their care with a reasonable degree of autonomy.
Distinction	Applies a thorough understanding and promotion of holistic development in children from birth to age seven. Proactively and resourcefully recognises and responds to their individual physical, neurological, emotional, cognitive and social needs. Selects and integrates the appropriate principles of child development and knowledge of the factors that influence the growth of the children in their care with the appropriate minimal oversight.
Knowledge and Skills	
K10	The role and responsibilities of the key person.
K11	Theories and significance of attachment.
K16*	How children learn and develop from conception to age seven; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.
K21	How children experience change, transition, and significant events.
K23	How children develop characteristics for effective learning.
S8	Recognise and apply theories of attachment to develop effective relationships with children.
S9	Provide sensitive and respectful personal care for children from birth to 5 years.

Assessment Outcome	
AO3: Inclusive relationships and partnerships	
Establishes and maintains professional and supportive relationships with children, their families, and other professionals to improve children's care, learning, and development through clear and consistent collaboration and communication.	
Grade Descriptors	
Fail	Demonstrates insufficient or inconsistent ability to establish and maintain professional relationships with children, their families and other professionals. Demonstrates collaboration and communication which lacks clarity and consistency. Gaps in understanding how supportive relationships affect children's care, learning and development prevent the assessor from confirming competent occupational practice.
Pass	Establishes and maintains professional relationships with children, their families and other professionals consistently and effectively. Demonstrates clear and consistent collaboration and communication. Participates actively in building positive relationships with expected levels of supervision. Demonstrates secure understanding of how supportive relationships improve children's care, learning and development.
Distinction	Establishes and maintains professional relationships with children, their families and other professionals coherently and resourcefully. Demonstrates well-developed and confident collaboration and communication. Shows initiative and adaptability in building positive relationships with the appropriate minimal oversight. Demonstrates refined understanding of how supportive relationships improve children's care, learning and development.
Knowledge and Skills	
K8	The role of colleagues and multi-agency working to support the child.
K9	The role and responsibilities of the early years educator, including providing supervision to staff.
K12*	The importance of professional relationships and collaboration with parents, families, or carers.
K13	The importance of professional relationships with colleagues, other organisations, and agencies.
K14	The influence of all key individuals in children's lives on children's learning and development.
S5*	Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.
S6	Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.

Assessment Outcome	
AO4: Design and maintenance of enabling environments	
Designs inclusive and engaging indoor and outdoor environments that actively support children's voices, prioritises their wellbeing, and provides learning experiences that are clearly aligned with their developmental stages.	
Grade Descriptors	
Fail	Designs indoor and outdoor environments inconsistently or without sufficient regard to inclusivity and engagement. Demonstrates inadequate or inconsistent skills in supporting children's voices and wellbeing through enabling environments. Gaps in ability to provide learning experiences that are in clear alignment with the developmental stages of the children in their care prevent the assessor from confirming competent occupational practice.
Pass	Designs indoor and outdoor environments effectively with a consistent understanding of inclusivity and engagement. Identifies and applies appropriate methods in supporting children's voices and wellbeing through enabling environments. Demonstrates sound ability to provide learning experiences that are in clear alignment with the developmental stages of the children in their care and addresses any challenges with a reasonable degree of autonomy.
Distinction	Designs indoor and outdoor environments purposefully with a refined understanding of inclusivity and engagement. Selects and integrates appropriate methods in supporting children's voices and wellbeing through enabling environments. Demonstrates confident ability to provide learning experiences that are in clear alignment with the developmental stages of the children in their care and addresses any challenges with the appropriate minimal oversight.
Knowledge and Skills	
K18*	How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.
S14	Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.

Assessment Outcome	
AO5: Observation, planning, and response in relation to learning	
Uses observation and assessment to understand each child and to plan specific learning experiences that build on the child's interests, curiosity, and developmental progress, in alignment with the curriculum and teaching framework.	
Grade Descriptors	
Fail	Uses observation and assessment without sufficient regard to understand each child. Demonstrates inconsistent skills in interpreting and responding to observation and assessment to plan specific learning experiences that build on children's interests and curiosity. Gaps in understanding how developmental progress aligns with the curriculum and teaching framework prevent the assessor from confirming competent occupational practice.
Pass	Uses observation and assessment consistently and effectively to understand each child. Interprets and responds to diverse observation and assessment information accurately to plan specific learning experiences that build on children's interests and curiosity with appropriate levels of supervision. Demonstrates secure understanding of how developmental progress aligns with the curriculum and teaching framework.
Distinction	Uses observation and assessment proactively and resourcefully to understand each child. Evaluates and responds to diverse and sometimes conflicting observation and assessment information with critical insight to plan specific learning experiences that build on children's interests and curiosity with initiative. Demonstrates refined understanding of how developmental progress aligns with the curriculum and teaching framework, identifying opportunities for improvement.
Knowledge and Skills	
K26	How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.
S18	Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests.

Assessment Outcome	
AO6: Advocacy for equality, diversity, and inclusion	
Actively supports each child's individual identity, cultural background, and rights by eliminating obstacles to participation and fostering a strong sense of belonging through clearly defined inclusive values and practices.	
Grade Descriptors	
Fail	Demonstrates insufficient or inconsistent ability to support each child's individual identity, cultural background and rights. Does not fully eliminate obstacles to participation or foster a sense of belonging. Demonstrates gaps in understanding or application of clearly defined inclusive values and practices, which prevents the assessor from confirming competent occupational performance.
Pass	Supports each child's individual identity, cultural background and rights actively and consistently. Eliminates obstacles to participation and fosters a sense of belonging effectively. Demonstrates secure understanding and application of clearly defined inclusive values and practices across routine and responsive early-years activities with some depth of insight and appropriate levels of supervision.
Distinction	Supports each child's individual identity, cultural background and rights actively and resourcefully. Eliminates obstacles to participation and fosters a sense of belonging proactively. Demonstrates thorough understanding and application of clearly defined inclusive values and practices to manage and resolve routine and responsive early-years activities with discernment and the appropriate minimal oversight.
Knowledge and Skills	
K1	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.
K6	The statutory and non-statutory frameworks and guidance for provision in early years including SEND.
K7	The legal rights of each individual child according to their current and future needs.
S10	Advocate for all children's needs, including children which require SEND or EAL support.

Assessment Outcome	
AO7: Reflection and development of professional practice	
Engages in thoughtful self-evaluation, participates in structured supervision, and pursues ongoing professional development to improve self-awareness, enhance job performance, and support continuous improvement within the organisation.	
Grade Descriptors	
Fail	Demonstrates insufficient or inconsistent skills in self-evaluation. Works without sufficient regard to structured supervision and does not pursue ongoing professional development to an adequate degree. Demonstrates gaps in self-awareness and application of skills to enhance job performance to support continuous improvement within the organisation, which prevents the assessor from confirming competent occupational practice.
Pass	Engages in thoughtful self-evaluation consistently. Participates in structured supervision and pursues ongoing professional development effectively. Takes responsibility to improve self-awareness and enhance job performance actively. Completes activities within set parameters to support continuous improvement within the organisation in line with expectations.
Distinction	Engages in thoughtful self-evaluation confidently. Participates in structured supervision and pursues ongoing professional development proactively. Demonstrates accountability and responsiveness to improve self-awareness and enhance job performance resourcefully. Pre-empts the need for activities to be initiated to support continuous improvement within the organisation.
Knowledge and Skills	
K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.
S21*	Use reflection to develop themselves both professionally and personally.

Reasonable Adjustments and Special Considerations

Training Qualifications UK (TQUK) is committed to ensuring that all learners are granted equal opportunity, in line with the Equality Act 2010, to receive recognition for their achievement; while maintaining the equity, validity and reliability of assessments through the application of reasonable adjustments and special considerations where appropriate.

If a learner has a disability, they may qualify for a reasonable adjustment to be made for the assessment components they will undertake. This is to provide them with a fair opportunity to demonstrate the knowledge, skills and understanding required for this standard.

If a learner is temporarily experiencing illness, injury or an event outside of their control, which is likely to have a material effect on their ability to take an assessment, they may qualify for a special consideration to be made to the assessment components they will undertake. This is to provide them with a fair opportunity to meet the requirements of their standard.

TQUK has an established application process for the above. If the learner would like an application to be submitted for a reasonable adjustment or special consideration, they should get in touch with their training provider who will be able to assist them. TQUK will only accept applications that have been submitted by the training provider directly.

Centres must seek approval from TQUK before any adjustments or considerations can be put in place.

More information on TQUK's Reasonable Adjustments and Special Considerations Policy can be found [here](#).

Reasonable Adjustment Definition

Ofqual's General Conditions of Recognition give the following definition:

"Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification."

Special Consideration Definition

Ofqual's General Conditions of Recognition give the following definition:

"Special Consideration is consideration to be given to a Learner who has temporarily experienced –

a. an illness or injury, or

b. some other event outside of the Learner's control, which has had, or is reasonably likely to have had, a material effect on that Learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment."

Overall Grading

The overall grades available for this apprenticeship assessment are fail, pass, or distinction.

Each assessment component is graded individually. Once a learner has completed all assessment components, the grades are combined as described in the table below to determine their overall grade.

Observation	Option A: Professional Discussion or Option B: Case Study	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	
Distinction	Pass	
Distinction	Distinction	Distinction

A pass confirms demonstration of occupational competence. A distinction confirms consistent performance above the occupational standard in terms of integration, autonomy, professional judgement and quality.

For TQUK Managed learners, results will be released within three working days after the final assessment component has been completed. For TQUK Together learners, results are issued within 10 working days of the assessment.

Resits, Resubmissions and Retakes

Learners are eligible for resits, resubmissions or retakes.

A **resit** is an additional attempt at the same assessment, offered when no further learning is deemed necessary and the learner is simply given another opportunity to achieve a higher grade.

A **resubmission** is a type of resit in which the learner submits an improved version of previously submitted assessment evidence in order to achieve a higher grade, without the need for further learning.

Both resubmissions and retakes are intended for learners who were close to either a pass or distinction grade boundary, and are typically taken within **six weeks**.

A **retake** is a further assessment attempt that only applies where the learner has failed their initial attempt. The centre makes the decision as to whether a learner requires a retake. A retake is completed after the learner has undertaken additional learning or training, and the learner must complete structured development before attempting the assessment again. Additional learning must be planned, delivered, and evidenced by the employer or training provider. Retakes are intended for learners where there are significant gaps in knowledge and skills statements, and are typically taken within **12 weeks** (depending on how much retraining is required).

All resit, retake and resubmitted evidence will be re-marked against the full grading criteria (fail, pass, and distinction).

Learners who achieve a:

- **Fail:** may have the opportunity to resit, resubmit, or retake in order to improve their grade by undertaking **three further attempts**. Each attempt provides an opportunity for the learner to achieve a pass or distinction.
- **Pass:** may have **one further attempt** to resit or resubmit in order to improve their grade to a distinction.
- **Distinction:** are **not eligible** for a further resit, resubmission or retake of that assessment.

If a learner undertakes a resit, resubmission, or retake to improve their grade and either:

- subsequently achieves a lower grade than previously awarded, or
- reaches the maximum number of permitted attempts,

the highest grade achieved across all valid assessment attempts will stand, and be recorded as the final grade.

Appeals

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

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility, please refer to the following websites:

- [Department for Education \(DfE\)](#)
- [Learning Aim Reference Service \(LARS\)](#)

You may also find the following websites useful:

- [Skills England](#)
- [Apprenticeship Assessment Principles](#)
- [Early years foundation stage \(EYFS\) statutory framework](#)



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